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ABSTRACT

This instructional guide provides lessons intended to present students with opportunities for building a sense of belonging to a group as well as developing conflict resolution skills. The guide's focus is on developing a positive school climate that enhances intergroup relationships and encourages proactive recognition of potential problems. It also provides suggestions for the management of racial crises, including activity suggestions that can enhance the understanding of the nature of conflicts, conflict resolution, and the management of conflict/crisis situations. The guide is organized into eight sections. The first section provides basic background information, followed by four sections that (1) present a proactive approach to conflict resolution, (2) provide steps to ease racial tension, (3) answers questions on what to do if a racial crisis occurs, and (4) discusses several conflict resolution models. Sections five through seven offer summary information and student lessons on conflict resolution. An appendix provides a draft of a paper by San Diego City School personnel ("Administrative Crisis Response--Denial to Acceptance") focusing on the reactions of principals to intergroup conflicts and intervention strategies. (GLR)

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Managing Conflict

> Conflicts are born out of caring. People do not fight about issues they don't care about. . . . And conflict is a force that potentially unleashes people's imagination. Inherently, conflict is neither good nor bad; rather the outcomes of conflict can be good or bad, functional or harmful, positive or negative. . . Conflict is a process to be managed, not eliminated.
>
> W. Allen Randolph

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Introduction

As the diversity of our school community increases, so too does the need for our skills and knowledge in understanding diversity, to effectively communicate, and appropriately manage conflict. These challenges can be expected as a natural part of life, and therefore should be embraced and proactively. Thus, this guide focuses upon developing positive school climate that enhances intergroup relationships, encourages proactive recognition of potential problems and provides suggestions for the management of racial crises.

This package of materials is designed to provide schools with information, suggestions, and activities that can enhance the understanding of the nature of conflicts, conflict resolution, and the management of conflict/crisis situations.

The guide has been organized into 8 sections:

1. Background (How to Manage the Inevitable)
2. A Proactive Approach to Conflict Resolution:
   (An Ounce of prevention is worth a pound of cure.)
   Discussions
   Getting Up Close and Personal
   Education
   Activities
2. Steps to Take to Lessen Racial Tension
   Administrators
   Teachers
   Counselors
   Classified Staff
3. What to Do if a Racial Crisis Occurs:
   Planning for Potentially Disruptive Events
   Prior to the Event
   When a Racial Crisis Occurs
   The Role of the Administrator
   After the Crisis or Significant Event
4. Conflict Resolution Models
   Managing the Inevitable
   Racial Tension Between Employees
   Controversial Issues (District Procedure No. 4910.)
   Resolving Interpersonal Conflicts (Thomas-Kilmann Model)
   Twelve Helpful Steps During Conflict Resolution
   Some Helpful Tips for Moderating a Discussion on Controversial Issues
   Conflict Resolution: Strategies for Success
5. Summary
6. Bibliography
7. Student Lessons on Conflict Resolution
8. Appendix
   Administrative Crisis Response -- Denial to Acceptance
   Lewis Junior High "L.A. Trial Action Plan"
   Successful Practices

This guide is not intended to be comprehensive or the definitive guide on conflict resolution, but to be a quick reference to suggestions and ideas that work. It is a starting point for schools to use in dealing with conflict in the educational setting. It is hoped that schools will customize the information, build upon it, and share their successful techniques for dealing with conflict with others. A form has been provided in the appendix so you may share your successful strategies with other schools.

It is recognized that schools are doing many unique and exciting things to manage conflict. This guide provides validation of these efforts, and offers some new, practical ideas that will assist educators, teach students new avenues for conflict resolution and communication, and provide a safe, orderly environment that is as open to criticism as praise.

Many campuses experienced student unrest during the Spring of 1992. Site and central office administrators expressed a desire to learn more about the methods used to manage conflict; before a crisis exists, after it has begun to occur, and following the occurrence. This guide is the answer to their requests.

> "You can't stir up something that isn't already there." - Jane Elliott

Background (How to Manage the Inevitable)

To Be or Not to Be!
Is Not the Question.
The Question is How to Be!

If all of us were alike, identically alike, we would agree on everything. The hours spent discussing which restaurant serves the best Mexican food, what movie to see this weekend, or when to take the next vacation, could be used finding cures for diseases, and exploring the mysteries of the world around us. It is the diversity surrounding us that makes the world interesting. It is our uniqueness that saves us from utter boredom.

Differences enrich our lives, and surround us with a kaleidoscope of constant change. New ideas challenge us to reconsider our values, beliefs, and philosophies, and new discoveries test the theories scientists have put together to create order in the world. Television, newspapers, books, friends, co-workers -- we are surrounded with varying points of view. When two points of view come into opposition, they are in conflict.

Conflict should never be viewed as bad or good, but as a sharing of views. A debate is organized, regulated, and directed conflict. Ideas are exchanged that challenge the oth-

er's point of view, and each party has an opportunity to rebut the other. Ideally, no one gets hurt in a debate.

On the other hand, a hate crime[1] is conflict directed toward another without benefit to either. Nothing is resolved, leaving fear and anger to slowly consume the perpetrator. Conflict, unchecked, can lead to racism, war, and even genocide.

Many fear conflict. Our friends are usually people that have common values and beliefs. Frequent disagreements lead to the dissolution of the bonds that hold together friends and marriages. We surround ourselves with those who think like we do, and avoid those that disagree.

Conflict avoidance is not conflict resolution -- it is conflict abandonment. Ignoring the problem will not make it disappear. Few serious conflicts are surprises -- most had their origins in prior, unresolved conflicts.

Change occurs daily within the district, especially changes in ethnic diversity. In the last 17 years the student population has shifted dramatically (Figure 1) while the staff population has remained relatively constant. These changes alone set the stage for conflict, tension, mistrust, cultural differences and the reordering of relationships among groups of people.

Change in diversity naturally means that there will be change in the way and with whom we share our limited educational resources and the way(s) in which we meet the needs of our diverse population. It also means that there will probably be differences of opinion on how to accomplish these goals and that cultural differences will need to be addressed.

With change also comes anxiety, fear, hope, feelings of powerlessness, disconnection, pleasure, changes in the status quo, lack of understanding, denial, renewal, as well as other human emotions that are absolutely normal.

In addition, we cannot control the change in our world but we can control how we react to it. When change is embraced as a challenge or a wondrous journey, it can lead to tremendous growth -- and the

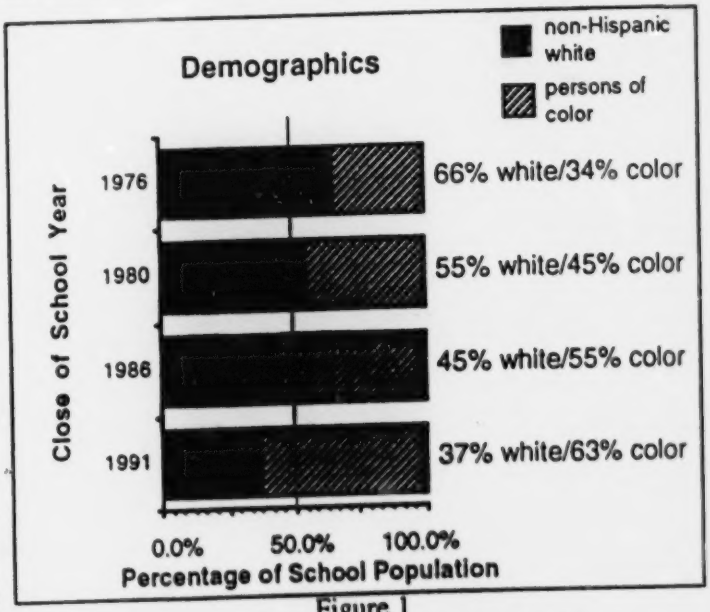

Figure 1
Changing School Demographics in the San Diego Unified School District, 1976-1991

[1]SWRL defines a hate crime as any act, or attempted act, to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial or ethnic slurs and bigoted epithets, vandalism, force, or the threat of force, motivated all or in part by hostility to the victim's real or perceived race,, ethnicity, religion, or sexual orientation.

successful contributions of all to society.

Racial tension/conflict must be addressed in a forthright and honest manner. When left unchecked, everyone suffers -- Blacks, Whites, Brown, Yellow, and Red. The pain associated with racism knows no color line. Therefore, we cannot NOT (a double negative = a positive) address the issue of racism and its symptoms for fear that we will be called a racist, blamed for the problem, or victimized. We must, as Eddie Orum suggests, "discard blame" and move to Prevention and Real, Long Term Solutions. Pointing fingers and placing blame does not solve the problem.

We have nothing to fear but fear itself!
Franklin Roosevelt

A Proactive Approach to Conflict Resolution:
(An ounce of prevention is worth a pound of cure.)

> Start with the recognition that change brings tension and conflict. Discard the sense of guilt that accompanies racism. Add a hefty amount of multicultural education to promote an appreciation of diversity, large portions of problem solving skills, and frequently enhanced student self-respect. If mixed well, the results will be an empowerment of youth to deal uniquely and effectively with the problems caused by change.
>
> Eddie Orum
> Principal, Phyllis Wheatly High School
> Houston, Texas

Since conflict can be expected as a part of life, schools need a clearly identifiable system to resolve disagreements and provide for the orderly exchange of opinions. Managing conflict means providing both formal and informal avenues to provide parties with opportunities to hear, and be heard. A proactive attitude toward conflict resolution often diffuses volatile situations.

In some instances parents, staff, students, and the community, register their complaints to those in charge and feel as if they are not being heard, ignored, misinterpreted, put off, put down, talked down to, not taken seriously, placated, or their concerns are minimized. For some students their concerns and opinions are discredited because they are not good students. They also feel sometimes that instead of problem resolution they are met with statements such as: "You didn't follow the right procedure," "At this school this is how it is done," or "You should have talked to . . ." In instances such as these those who have concerns may seek other avenues and arenas in which to be heard, such as the media, your boss, the Superintendent, distribution of pamphlets, Board meetings, or the courts. All of which in our society they have a right to do. However, most people do not want to go to such drastic steps if they are not necessary. They want issues addressed quickly and appropriate changes made. Therefore, it is extremely important that effective mecha-

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nisms are established for parents, staff, and community to register their complaints/concerns in ways they feel that they are being heard and that appropriate resolution can be reached.

When issues are allowed to fester they often reoccur and escalate. Sometimes escalation is triggered by events that may not have occurred on your campus, such as the Rodney King beating in Los Angeles or the death of a student in gang related violence, particularly if one student's death is treated differently from another. If the underlying causes of the problems are not dealt with they can be triggered repeatedly by similar events.

Therefore, it is important for schools to deal with racial problems/tension proactively as follows:

Discussions

Include traditional and non-traditional leaders who should represent the ethnic/racial composition of the school. Even the D and F students have a slice of reality that needs to be considered. These groups should meet regularly. Some suggested groups are:

- Conflict Busters
- Student Mediation Groups
- Community forums - to better understand the issues of the community
- Classroom Issue Agendas
- Climate Control Groups
- Discussions of Controversial Issues
- Student Forums
- Advisory Classes
- Establish dual leadership chairs from different racial/ethnic groups
- Debates
- Mechanisms for registering complaints

Getting Up Close and Personal
"To Know You is to Love You"

- Does everyone know each other by name -- and something that makes that person unique? When we know each other we are less likely to do things that we know we shouldn't.
  - Host receptions
  - Special Dinners
  - Provide intergroup interactions
  - "Name That Person" contests

- Do adults and children speak to each other when passing in the halls, etc. This is a sign of respect and acknowledgment for many and builds connections between the student and the school.

- Encourage staff members to make positive phone calls home regarding student behavior, achievement, etc.

Education

- Provide multicultural classes and information for students, staff, and parents.
- When ever possible, provide students with newspapers/magazine articles regarding the controversial issue(s) for discussion.
- Teach the elements of how to discuss controversial issues, conflict management and problem-solving skills.
- Expose students and staff to different cultures -- go beyond "Tacos on Tuesday and Fried Rice on Fridays" - Mako Nakagawa.
- Provide opportunities for students to problem solve when they are not emotionally involved. These skills can then be transferred to emotionally charged situations.
- Provide students with knowledge regarding the contributions that their ethnic groups have made to the history of this country.
- Allow students to share their culture with each other.
- Provide staff with multicultural materials, trainings on conflict resolution and opportunities to apply those skills.

Activities

> The clubs of the 50's might not be the clubs for the 90's.

- Offer clubs and activities at times students can participate -- remember many work.
- Review the type of clubs and organizations offered on campus -- survey students to see what clubs they would like and why they don't participate in some clubs.
- Ensure that ethnic/racial balance that reflects the student population is apparent.
- Actively increase and recruit participation of students from all racial/ethnic groups.
- Hold joint functions sponsored by several clubs.
- Host pot lucks/community gatherings.

Steps to Take to Lesson Racial Tension

The good news is that there are steps that can be taken to enhance the racial climate of the school site. However, this takes the concerted efforts of staff, students, parents, and community as well as the district office. In visiting and working with sites and the community several central areas of concern surface over and over. These areas revolve around rumors, blame expectations, respect, communication, and equity/fairness. These central issues tend to surface regardless of the ethnicity of the site administrator. Quite

often, these major areas are the underlying constructs that accompany initial charges of racism. Therefore, they need to be examined and addressed appropriately at school sites.

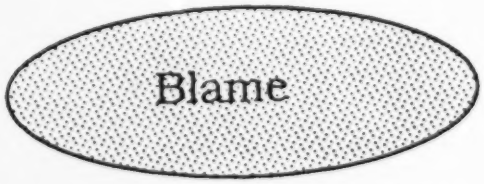
An administrator once stated that when a parent called her a racist, rather than to become angry or mad that she asked the parent, "Tell me what is it that I am doing that makes you think I am a racist?" Armed with this information the administrator was able to provide different information regarding the situation, better understand the parent's viewpoint, enter into constructive dialogue with the parent, and change her own behavior. This administrator also thanked the parent for this valuable information.

Below is a brief discussion of some of these central issues:

The best way to address rumors is to provide staff, students, and parents with accurate and timely information. Use all avenues available to disseminate this information, such as:

- Regular Home Bulletins
- Special Home Bulletins
- Tape recorded messages on the school's hot line/answering machine
- Visiting classrooms and providing students with accurate information
- Faculty meeting (regular and special). Remember the staff should be kept apprised at all times. Gaining the staff perspective and information on the issues is also critical.
- Compare notes with all the key players on your site

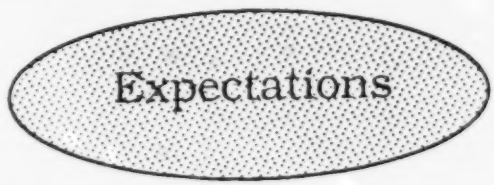
Always tell the truth. There is a tendency to minimize the extent of a problem because it is embarrassing to you and the school. Remember that many parents in the community will know if students were injured or suspended. In some cases they will be able to tell you who and how many. A school loses credibility with the community when the story it professes to parents and media differs from what they know as true. The actual crisis may end quickly, but rebuilding damaged credibility between school and community can take years.



It is not important to place blame, point fingers, or go on a "who done it mission" or trying to figure out who on the staff gave out certain information or helped students/parents organize. This diverts energy and avoids resolving the situation. Additionally, it may cause others to view you as retaliating or witch hunting! Remember, the focus should be on the problem! Solving/resolving the problem should be the constant focus!

It's US against the problem, not against one another.

Generally, if someone has done something inappropriate or insubordinate it will normally surface in the problem solving mode without making this a mission. Blame can also cause a lack of honesty and poor participation among staff, students, and parents, and often leads to those who point the fingers sabotaging themselves.



Make sure that everyone understands that:

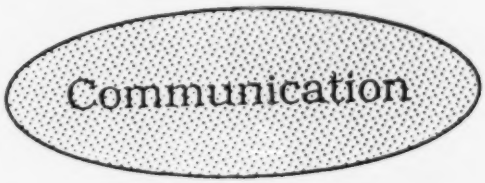
- Problems should be addressed when they are small . . . long before they escalate.
- Inform staff, parents, and students about the process for resolving problems before problems occur. No one who has a burning issue wants to hear, "At our school this is the way we solve problems" when they are upset.
- Make sure that staff understand your expectations and the process through which they should handle controversial issues or conflict.

- All students, staff and community members want to be treated with dignity and respect.
- Students usually express issues of respect by saying, "They treat us like we are babies." "They never ask us our opinions." "I don't have to respect them (adults, school personnel) if they don't respect me."
- Parents feel disrespected if their opinions and ideas are not given a fair hearing, are not addressed appropriately, are ignored, or are made to feel that they were not important.

- Sometimes staff members feel that they are not respected when their ideas/suggestions are not valued, they are talked down to, or talked to in a negative manner.

The whole nation of respect must be examined by talking with people from various ethnic/racial groups to determine what is meant by the work and what specifically does it look like when it occurs and when it does not occur.

Some people feel respect is something you earn and others feel respect is something you are given (until you prove that you do not deserve it).



- Verbal as well as non-verbal communication sends messages to others. Take time to make sure that these messages are the one that you want to send.
- Sometimes parents complain that the administrator(s) is not available to listen to me, to meet with our group, or to address my concerns. When they do meet with me, they sometimes summarily dismiss me when they think that they have heard enough.
- Enhancement of active listening skills is absolutely essential when resolving issues involving issues involving diverse communities. It is important to understand their perspective(s) form their point of view rather than from your own point of view. Once all points of view are clearly understood the door for resolution is open.

These concerns revolve around the applying of rules fairly and ensuring that all children receive a quality education. When groups see others as being treated differently this is often viewed as prejudice and discrimination.

In talking with students of various racial and ethnic groups it has been noted that White students have identified Hispanic and Black students being treated differently. For many of the white students this treatment is viewed as unfair. It causes them pain just as it causes the Hispanics and Blacks pain. We are all affected by prejudice and discrimination!

In addition to the above items the following list identifies key actions that specific members and the school community can take to enhance racial climate:

Administrators

Communication

- Purchase walkie-talkies, keep them charged, and train key staff in their use.
- Institute mechanisms which allow parents and students to feel safe when voicing their concerns regarding improving the school environment and move toward resolution on these issues.
- Involve both traditional and non-traditional leaders in the problem identification and solution procedure.
- Include parents of all ethnic groups and neighborhoods in organizations, councils, committees, and the governance team.
- Maintain at least one phone line with an unlisted (or unavailable) number, if possible. During a crisis parents can tie up phones making contact with the district office and police impossible.
- Actively listen to parents, students, and staff.
- Remember that good communication is a two-way process.
- Show that you care about the concerns of others.

Discipline

- Enforce rules equitably and consistently for all students, regardless of race or socio-economic status.
- Make sure all students, staff, and parents are familiar with the discipline policy, and post rules throughout the school. Hold periodic meetings to explain the discipline policy and respond to questions.
- Inform students about the consequences of inappropriate behavior.
- Solicit student input when appropriate regarding changes, etc.

Leadership

- Maintain visibility and accessibility throughout the learning environment, and be seen regularly walking the campus before/after school, and at lunch time. Parents, students, and staff need to know you, your position, your concern, and that you are willing to assist them.

Supervision

- Ensure that all areas of the campus are adequately supervised so that students may use school facilities, including restrooms, without fear for their safety or intimidation.
- Make sure that those on duty move around and interact in positive ways with the students.
- Provide inservices on supervision and effective supervision techniques.

Teachers

- Teach problem solving skills, conflict resolution, cultural diversity, and race/human relations issues.
- Structure time for student interaction, class building, team building, and discussions of sensitive issues. Resolve playground/classroom conflicts using Issues Agendas or class meetings.
- Encourage an open exchange of ideas and opinions, and teach students to value and respect differences.
- Make sure that everyone in your class(es) knows everyone else by name and something about that person which makes them unique.

Counselors

- Maintain a balance between academic/proactive counseling and disciplinary counseling.
- Attend all meetings and assist in developing holistic action plans for students.
- Lead small group discussions or classroom discussions/lessons on controversial issues/social concerns.
- Assist with teaching students problem solving skills.
- Get to know as many students as possible by name and their interests, goals, and talents.
- Know the schools discipline policy and equitably enforce/counsel students about these rules.
- Sponsor cross-cultural leadership groups.
- Demonstrate group dynamic skills for teachers with classroom lessons.

Classified Staff

- Provide appropriate support and assist students in their problem solving efforts.
- Alert appropriate staff to potential problems.
- Follow the guidelines and process identified by the school in a professional manner when working with parents, students, and the community.

Area Assistant Superintendents

Area Assistant Superintendents can play a major role in conflict resolution by serving as a coach/teaching supervisor. In this type of relationship it is extremely important to build trust with the site administrator and to allow for open, honest dialogue. This statement does not mean that these types of relationships are not already occurring . . . it means that they must be enhanced.

Through coaching the assistant superintendent can let principals know that it is OK to seek assistance about human relations issues and that this won't have an adverse effect on their evaluation or the supervisor's perception of them. In addition, the area assistant superintendent can encourage administrators to address issues early -- before they build to a crisis. Provide a safe environment for the exchange of ideas and information.

In many instances it has been noted that area assistant superintendents have been able to successfully assist administrators in moving through the grief cycle immediately following a crisis. For example:

> One administrator, when confronted with a crisis, kept moving into denial and the assistant superintendent gently reminded by saying, "You are in denial." This comment allowed the site administrator to move into solution strategies rather than remain in denial. Each time the administrator tried to go back to the denial state in subsequent meetings the administrator was reminded to move beyond denial and to seek appropriate solutions.

In another instance the administrator had reached the approach-avoidance stage. This is generally the time when we take "two steps forward and two steps back." We begin to address the problem, feel that the pressure is off . . . . things have calmed down and then decide maybe we don't have to go all the way with implementation and back off. Cases have been noted in which area assistant superintendents have reminded site administrators of their promises and assisted with implementation. In these cases the administrator and the school were able to implement long term solutions that effectively resolved the issues.

It is important that pats on the back for a job well done to be given to administrators when they honestly and successfully manage crisis situations, sensitive issues, or conflicts. Be specific in praising, "I like the way you were able to get all staff members to work together." "You were able to make the parents feel comfortable by letting them know that you not only heard what they said, but you understood their concerns." "You were able to see all sides of the issue and accurately summarized the different positions." "You really did an effective job of planning the utilization of all your available resources

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to resolve the problem." Provide opportunities for administrators to share effective solution strategies.

You also must be willing to give honest, objective and constructive feedback when administrators need additional assistance, suggestions on ways to resolve issues or comments about their immediate performance in handling the specific situation.

There is also a need to enter into dialogue with site administrators and to come up with a mutual definition of support so that all parties will know what to expect from each other. Does it mean you will support me even if I'm wrong? Or only if I'm right? Or that you will provide me with assistance to fix or correct or adequately address the situation? Does it mean you will be honest with me in a kind and caring way? Or does it mean you will say, "Ain't it awful, that the community is treating you this way . . . . you've done so much," and offer no real solution strategies. These questions and perhaps others need to be addressed by you and those whom you supervise.

Assistant superintendents can encourage the administrative teams at school sites to freely work in a collaborative fashion, to equalize the playing field among each other so that honest dialogue without fear can occur. Sometimes these teams feel that they function in this capacity only to find out that this in not the case. Fragmentation usually shows up in times of crisis, particularly among those teams that are teams only in name. Examples of this fragmentation are:

1. All team members do not have the same information or the total picture.
2. Some team members give parents and staff incomplete or erroneous information.
3. Team members are not actively supporting each other.
4. Individual team members play the "Lone Ranger" role because they do not share a common direction.

It is necessary for the administrative team to be able to focus in an effective problem solving mode with the recognition that all members of the team should be respected regardless of their race, age, beliefs, etc. It must be recognized that effective problem solvers utilize diverse opinions and welcome these ideas with open arms.

Below are additional suggestions for assistant superintendents.

- Observe administrators "in vita" -- at faculty, staff, parent, and governance team meetings. Observations should be routinely done before problems even occur.
- Provide constructive feedback after your observation. Alert the administrator to potential areas of concern that you noted and areas that you felt they did well. Give specific feedback!
- Review plans such as the discipline plan and Governance Bylaws. Offer suggestions and look to see if they are up to date; adequate, implemented fairly, provide progressive consequences, and involve the school/community in their development.
- Talk to students to find out how they feel about their school and what would help to improve the school as well as their commitment to making the school the best possible.

- Encourage administrator to hold student forums. Further, encourage administrators to implement appropriate student suggestions.
- Encourage administrators to develop mechanisms for parent/community dialogues as well as ways in which these groups feel that it is OK to share their concerns and that these concerns will be heard and understood.
- Seek the truth, not sides, in an objective and fair manner.
- When selecting new administrators seek to ensure a good fit between the administrators skills and the school's needs.
- Provide administrators with training in human relations, race relations/integration, communication skills (especially active listening skills), and conflict management.
- Visit sites frequently on an informal basis to see the site in action while spending little, if any, time in the principal's office. ("Let's talk on the playground, or on the way to a classroom, or after the faculty meeting.")
- Have administrators develop R/HR goals as part of their Stull objectives.
- Share your tough experiences regarding conflict management with others.

Should a crisis occur at one of your school sites, be available to assist. Move around and assess all areas of the campus. Inquire about ways in which you can offer assistance. Try not to monopolize the administrator's time. (They need to be out and about, directing key staff members, etc.) Provide the site administrator with suggestions and/or directions if needed. **Lastly, if it appears that no one is in charge, take charge.** Generally, crisis situations need immediate management.

After a crisis encourage the principal to meet with all staff members. (You may want to participate in this meeting.) Also, encourage the principal to send home a bulletin which explains the situation, how it was handled, and other pertinent information.

Meet with the administrator to provide feedback, let them know what they did well, what didn't go so well, brainstorm additional solution strategies and plans, and offer continued assistance. Encourage the administrator to address the underlying problems. Generally a crisis is a symptom of other problems that have been allowed to go unresolved. Continue to encourage the administrator to seek long term solutions, and keep things on the table until they are effectively resolved.

In a crisis knowing that We, central office as well as the site, are in it together is extremely important. Area assistant superintendents are vital to the conflict management process and crisis intervention.

Planning for Potentially Disruptive Events

Recent events, such as the Rodney King beating verdict and student fights on campus, have been catalysts for disruption on some school campuses. It is important that school personnel anticipate situations which are emotionally charged and can cause a variety of

reactions among students, staff, and the community, and be prepared to address them in proactive ways.

Recently, Lewis Junior High School, in it's "Plan to Minimize Disruption in Response to Anticipated Verdicts in the LA Trials," stated its basic expectations as follows:

1. We expect students to have a variety of emotional reactions to these events. We want to use this experience as an opportunity to teach appreciation for differing points of view and safety of fellow students.

2. We expect adults on campus to manage the situation and direct appropriate responses for students both in discussion and behavior.

It is critical that sites use potentially disruptive situations as opportunities for students to learn problem-solving skills, to express their concerns in positive productive ways while at the same time maintaining a safe and orderly environment for all students.

Schools can plan in advance how they will handle situations that may spark civil unrest. When formulating plans consider the following:

√ Identify key staff and meet with them to plan crisis intervention strategies and expectations for staff and student conduct.

√ Fairly and equitably enforce all rules regardless of the student's race, ethnicity, or socio-economic status.

√ Make sure that all staff members understand their role(s) in a crisis, and your expectations of them.

√ Enlist the assistance and support of students, parents, and the community in developing plans.

√ Clearly identify who is in charge, the chain of command, and how staff and students will be provided with directions.

√ How will substitutes and other itinerant personnel be informed of their roles and responsibilities in the process?

√ How will homeroom/advisory periods be used? Will these be extended periods so that discussions can occur? Will there be an audible signal to indicate an extended period?

√ How will you deal with students who may roam the halls or campus?

√ How will you assist students to get to the appropriate place(s)? Will you establish specific traffic patterns?

√ How will students access counseling services?

√ What will the role(s) be for all support staff, teachers, and classified staff?

√ How will students have access to telephones, if needed? What will your policy regarding telephone use?

Supervision (Before school, passing periods, recess, lunch, and after school)

√ Make provisions for additional supervision, traffic flow, and positive interactions with students while on duty.

√ Establish specific duty assignments and jobs for teachers and classified staff. ("Do not over-react, but observe and intervene when necessary." - Lewis Junior High School.)

√ Have teachers stand outside their classrooms to greet students, assist with problems, positively interacting with students, and providing additional supervision.

√ How will disruptive students be handled?

√ Determine which areas of the campus are "off limits."

√ Identify the site official media representative. Be sure that staff understands that media requests/questions should be given to this individual for responses. They should assist the media in locating this individual.

What to Do When a Racial Crisis Occurs: Get a Grip!

If a racial crisis begins you will need to act quickly. The following was derived from successful practices used by the Race/Human Relations Crisis Team:

1. Ask for assistance. Know the racial climate on your site and in your community. If possible, contact the Instructional Team Leader for Race/Human Relations before a conflict begins.

2. Take charge. All key personnel need to be in contact with you via walkie-talkie's, intercoms, notes, or in person.

3. Rumors and conflicting accounts can create additional confusion. Be ready to deal with these situations by providing accurate information.

4. Student and staff safety are the primary concern. Place adults at entrances and exits of the school grounds, at intersections of hallways, and wherever groups of student begin to congregate. Often the mere presence of adults in an area will cause students to scatter. Be positive, calm, and proactive.

5. Set up channels of communication. Maintain constant assessment of the situation and gather facts. Few students or staff know the details at the beginning of an incident, and no one is immune from fear. Have teachers read bulletins, send home special bulletins, and use your school answering machine (if you have one) to record information regarding the situation.

6. Let students talk. Give students the opportunity to voice their concerns through classroom discussions or informal assemblies. Encourage students to use videotape or the school newspaper (Special Edition) to share their opinions.

7. Limit and monitor phone use. Outgoing phone calls from students or staff during a crisis can set off a chain reaction of panic in the community.

8. Medical assistance may be necessary. Keep accurate records on the numbers of students and staff requiring medical assistance and the type of assistance needed. This is an area where rumors abound.

Meet with Staff

After any crisis meetings should be held with all staff members (the same day is preferable) to discuss:

- The events of the day -- how they were handled and develop appropriate follow-up.
- Allow staff an opportunity to debrief, vent, and share information from their perspective.
- Plan and organize supervision, outline expectations for the following day.
- Provide staff with up-to-date and accurate information.
- Thank staff for their assistance.
- Determine areas where improvement or different action might be needed.

In times of crisis the best source of assistance is the staff. Involve them in the process -- too often they are overlooked or are underutilized. After all, they know the children better than anyone else.

The Role of the Site Administrator

The role of the site administrator should be clearly designated in the plan. Everyone should know who is in charge and the appropriate chain of command.

- Designate a specific person(s) to be in charge should a crisis occur during your absence. Review his/her role(s) with them prior to a crisis.
- The administrator should not be assigned to a specific station, nor should he or she spend their time in the office making phone calls or coaching from a distance. They should be roving around, constantly accessing the situation, and providing direction to address the situation as it unfolds.

- Serve as the media contact or designate a specific staff member to serve in this capacity. Notify the staff that you or your designee is the official media representative and any request for information by the media should be forwarded to the media representative.

- Coordinate services on campus if outside groups/agencies are utilized.

- Maintain the safety of all on campus.

- Address problems/crises in a calm manner -- this enhances ones ability to make appropriate decisions, problem solve, and shows staff and students that things are under control.

After the Crisis or Significant Event

Hard work begins after the crisis or a significant emotional event. This is the time to build or rebuild relationships, develop mutual trust, and provide appropriate action plans that allow for on-going problem-solving. It is a time when human nature wants to say the problem is over and we are now back to business as usual. Therefore, we really don't need to address the underlying issues. We are immersed in the approach-avoidance phase of problem-solving. We may begin to approach true solutions, but then decide we don't really have to do it. We can avoid it because, after all, everything is back to normal!

It is important that schools are not lulled into complacency because things may appear calm or normal. After a crisis is the time for schools to show that the "proof is in the pudding" by their actions and meaningful, on-going problem-solving. It is a time when others will be checking to see if you are a person or school of your word, and if you truly try to solve problems or merely issue band aides.

1. Review you plan, make appropriate changes.

2. Develop on-going action plans to solve issues that were brought out during the crisis that are specific to the site. These might be: discipline, fairness in applying rules, etc.

3. Send home special bulletins, use your answering machine to provide information to parents. Hold parent meetings to explain the facts surrounding the incident.

4. Institute or revise mechanisms for students, staff, parents, and community to register their future concerns about the school so that these issues can be addressed proactively -- before they become major problems.

5. Respond quickly and fairly to student agitators. School leadership should meet immediately after an incident to identify students involved and begin appropriate disciplinary action. Hold conferences with suspended students and their parents.

6. Do "reality checks" with others to make sure that you are not slipping into denial or approach avoidance. Select people for this purpose whom you trust and feel will give you honest feedback.

CONFLICT RESOLUTION MODELS

> Preserving dignity, listening for the message even if you don't agree with it, respecting others as they are, and expressing your views, comprise an attitudinal framework helpful in resolving disagreement. With these principles you communicate, "I honor you and your needs, I take responsibility for letting you know where I stand. We can manage our differences constructively."
>
> Kindler
> Managing Disagreement Constructively

For every problem there is a simplistic and straight forward solution that is wrong. -- Albert Einstein

Managing the Inevitable

The Thomas-Kilmann Model for Resolving Interpersonal Conflicts is useful for problem solving. Steps should be followed in order, and never skipped. For example, skipping from Step 2 (Generate Possible Solutions) to Step 4 (Decide Which Solution Seems Best) without Evaluating the possible solutions may lead to implementing a solution that is unacceptable to one of the parties, and therefore, doomed to failure.

It is extremely important that problems be solved by those involved rather than having solutions imposed upon them whenever possible. Try to avoid using parent words such as "it is for your own good," "this is what you should do," "when I was," or "if I were you."

Don't judge issues on their face value because we may impose our own values on the situation. For example, we may immediately punish the person who has been physically aggressive without ever determining what made this occur. Verbal aggression or body language may be just as strong a trigger for racial conflict as physical aggression. Generally something precedes physical aggression which is not easily viewed.

It is also important that as educators we hold back on our natural tendency to want to quickly solve problems to allow for thorough investigation and determining the root cause of the problems. Just as with the powerful illusions of David Copperfield . . . racial conflicts are not always what they seem. Those involved have to interpret them, give information that is not readily available or observable and agree upon appropriate solutions.

The tendency to move quickly through the process will diminish the opportunities for successful resolution by not generating enough solutions. Similarly, choosing a solution

early in the process, and then moving through the steps to confirm, or deny, the feasibility of it, will lessen its chances of success. Problem solving requires emotional detachment in the solution generating process. If you, or members of your staff, are unable to move through the Six Steps without a vested interest in the outcome, ask the Race/Human Relations Instructional Team Leader for assistance.

The "Twelve Helpful Steps During Conflict Resolution" provides suggestions for your behavior during conflict resolution. Particularly important is item 5 "Start Small." Many large, complicated problems can be broken down into smaller, more manageable parts. In return, resolving the parts can lead to a sense of movement toward resolving the larger problem. Issues that have become problems over the years may take time to resolve -- but tackling pieces of the problem can be viewed as movement toward complete resolution. Remember that when people are angry you must often times look for the message that may be overshadowed by the emotions.

It is also important not to say to a person, "You are being too sensitive" and to minimize their concerns. This gives them the message that they are not important and their concerns are not important. This leads to shutting down and feeling that they should not have come to you with their problem.

The final document included in this section is "Some Helpful Tips for Moderating a Discussion on Controversial Issues." This list of DO's and DON'Ts will assist you in setting a safe environment for discussion -- not just the discussion of controversial issues, but for staff and committee meetings as well.

All of these techniques should be practiced and refined on an on-going basis. You will become more comfortable with them as they are used.

Racial Tension Between Employees

Sometimes racial tension occurs between employees. In these cases the conflict resolution models identified in this section are also appropriate. In addition, the EASE model for conflict resolution has also been included.

It may also be necessary for negotiation and mediation to be used in the resolution of conflicts between adults. In these situations the Race/Human Relations Resource Teachers are available to mediate. The same steps and processes used in conflict resolution models may also be used when working with adults.

It is important to actively listen and try to assist adults in honestly resolving their concerns early.

In some instances adult conflicts might venture into a personnel issue. In which case, unions, the Human Resources Division, and the Affirmative Action Office might need to become involved.

Resources

Videos Available at the Race/Human Relations Office

Upper Elementary-Junior High Level
- Solving Conflicts
- Fighting Fair

Secondary Level
- Nonviolent Crisis Intervention for the Educator
- Vol. II - The Disruptive Adolescent

Materials

Seek Out Success (SOS), 1987
- Guide District Publication No. II-B-87-3
- Teacher's Manual District Publication No. II-B-87-1

Other Resources

Race/Human Relations

Guidance/Counseling

Humanities (Social Studies)

Employee Assistance Service for Education (EASE) 277-EASE (3273)

Affirmative Action Department

Summary

Since conflict is a fact of life, it must be expected. Planning for conflict is an integral part of sound management practice, and maintaining channels for the resolution of conflict, no matter how serious, will improve relations between school and community. Remember, if a concern was not important it would not be brought up. Resolving conflict is an on-going process.

Controversial Issues

Whenever people discuss issues upon which opinions differ, they are dealing with controversial issues . . .

Through planned discussions in which the teacher remains objective, impartial, unprejudiced, and unemotional, it is possible to lead students to express opinions on both sides of an issue.

Objectives in the student of controversial issues are:

a. To improve ability to discriminate between fact and opinion.
b. To increase skill in critical thinking.
c. To develop ability to identify propaganda techniques, including questioning sources of information.
d. To provide insight into the source of one's own bias or prejudice.
e. To develop an appreciation of rights to their own opinions.
f. To instill a deepened understanding of American ideals and institutions.

All sides of controversial issues must be presented -- preferably by persons of equal knowledge, skill, and sophistication.

San Diego Unified School District Administrative Procedures No. 4910.

Resolving Interpersonal Conflicts

(Thomas-Kilmann Model)

1. **DEFINE** the problem.

   Both parties must enter into the problem-solving willingly. Be sure to state the problem (your unmet need, not the solution you want). Use active listening to help the other person express his/her needs.

2. **GENERATE** possible solutions.

   Encourage participation with "door openers" - for example:
   "What are some of the possible solutions to this problem?"
   Accept all ideas -- the more the merrier. Encourage even wild or unique solutions.
   You may want to write down each proposed solution.
   Do not evaluate or judge proposed solutions.

3. **EVALUATE** the solutions.

   Cross off any idea that either party rejects for whatever reason.
   Use "I" messages to state your own feelings. For example, "I couldn't accept that idea because . . ."
   Take time for everyone to have a say.

4. **DECIDE** which solution(s) seem best.

   Test the proposed solution -- imagine how it would work if it were chosen. Work toward consensus. Do not adopt a solution until everyone agrees to try it.
   Check out any messages where people have less than positive feelings about the consensus.
   Write down the agreed-upon solution.

5. **DETERMINE** how to implement the decision.

   Decide who does what by when.
   Write it down!
   Have all parties sign it!
   Agree on time to check out whether the decision is working.

6. **ASSESS** how well the decision is working.

   Talk again at the agreed-upon time.
   "Has the problem disappeared?"
   "Did we make good progress in correcting the problem?"
   "Was it a good decision?"
   "Are we happy with what we did?"

(Adapted from Thomas Gordon, Teacher Effectiveness Training)

TWELVE HELPFUL STEPS DURING CONFLICT RESOLUTION

1. Listen to what is said and is not said (especially when the person is angry). Sift through the emotion.
2. Examine faces -- investigate the signals (eyes, hands, feet, etc.).
3. Listen to the action and not the words.
4. Validate - be sure you get what they said, restate.
5. Start small - tackle what you can agree on when setting goals.
6. Demonstrate behavior first -- model it. Ask first, "How can I help?"
7. Stay on target.
8. Minimize costs of the agreement - easy to say yes.
9. Build a successful model or working together - parameters.
10. Follow-through -- act on it. Make sure whatever you said, happens. Look, listen, stay on track.
11. Build a win/win situation.
12. Never give up!!

Some Helpful Tips for Moderating a Discussion on Controversial Issues

Opening: Establish a friendly, informal, and "safe" atmosphere from the start. Don't forget the power of humor.

DO's

DO create opportunities for all participants to discuss issues on an equitable basis. Create a climate for non-evaluative and non-critical audience participation and encourage active audience listening skills.

DO stay personally neutral. Resist "straw votes" and other moves to "resolve" the issue.

DO clarify your role with the group in advance.

DO make sure the group understands the discussion guidelines (usually established and reviewed beforehand).

DO play the role of timekeeper by moving the group when a point has been fully discussed.

DO Summarize the group's discussions from time to time -- or call on the recorder to do so.

DO be prepared to intervene, to interpret questions and points of discussion and to handle controversies.

DO focus intervention on one point; make interventions short and simple.

DO help the group explore deeper dimensions of a topic. Each person arrives at his or her own judgment after extensive discussion of the choices and trade-offs involved.

DO return a question to the person who asked it or to another person so that the moderator does not take responsibility for the question.

DON'Ts

DON'T let any one participant dominate the discussion.

DON'T take sides.

DON'T insert your personal feelings.

DON'T allow the group to make you an "expert" or "answer person."

DON'T drive the group too rigidly.

DON'T allow the group to drift without guidance.

DON'T resort to such formal processes as *Robert's Rules of Order* -- you are not seeking a majority opinion.

DON'T talk too much.

DON'T make value statements about what individuals have to say or about the group process.

Closing: Provide a summary to pull together related ideas, restate positions, elaborate on the choices inherent in the issue.

Relax and try not to worry. Often times you are doing or following the above guidelines without being aware that you are doing a terrific job of moderating; in fact, there are probably several of the above points that you have been doing naturally! Have a good discussion!

Source: National Issues Forums Leadership Handbook. Dayton, Ohio: National Issues Forums, 1990-1991.

Conflict Resolution: Strategies for Success

1. **ENCOURAGE TEAMWORK** and healthy, open communication among your employees by providing:

   - Regular staff meetings
   - Incentives for cooperation
   - Attentiveness to signs of lowering morale among your employees

2. **DEMONSTRATE** to your employees that you care about their needs, opinions, and problems. Be approachable and be a good listener. If an employee has some personal problems, don't deny the problem. Suggest to the employee that they contact EASE.

3. **INFORM** your staff in a timely fashion of changes, policies, and your performance expectations.

4. **TAKE TIME** to understand the problem.

5. **DON'T IGNORE** the problem and hope it will disappear. It won't.

6. **PRAISE** individual employees for their efforts while reinforcing the "we" that comprises your whole team. The team feeling can be reinforced by encouraging employees to participate in goal setting for the team.

YOU KNOW THAT TEAM FEELINGS ARE LACKING WHEN YOU HEAR THE FOLLOWING:

1. That's not my department.
2. No one told me to go ahead.
3. That's his job, not mine.
4. I'm so busy, I just can't get around to it.
5. I wasn't hired to do that.

(Arthur Bloch, Murphy's Law, Book Three

from EASE (Employee Assistance Service for Education) 277-EASE (3273)

ROPES

Grade Level: 4-12

Objective: **ROPES** is a strategy that will assist individuals to participate fully in a discussion that involves sensitive and/or controversial issues.

Materials Needed: Handout for each student
Overhead transparency or poster-sized rendition

Background Information: **ROPES** was first observed in an Anti-Defamation League Prejudice Reduction Training entitled *"World of Difference."* The ROPES strategy has been adapted to assist students, teachers, and parents in paticipating in any discussions that may involve differences of opinion and/or points of view.

Setting the Tone: Whenever a discussion takes place, be it in the home, at school, and/or in the workplace, differences of opinion may take place. Differences are sometimes misunderstood. Differences sometimes create conflict. Just think what the world would be like if we all agreed, on everything! Imagine what would happen if there wasn't any room for differences! For this reason, the **ROPES** strategy assists all of us as individuals to recognize that differences in opinions can serve as a tool, to look at situations from varying perspectives, thus allowing all of us to practice problem-solving skills and valuing diversity.

Student Learning: Ask the students if they know what an acronym is? If the answer is not provided by a student/participant, present the definition of an acronym as a series of words created from the letters of one word. The acronym **ROPES** has a recurring pattern. Each letter could possibly stand on its own, but together, when used correctly, the strategy will encourage and respect differences.

R is for *RESPECT* and *RESPONSIBILITY*

RESPECT is not necessarily agreeing with or liking another person's opinion, but acknowleging that each person is entitled not only to their opinion, but to voice it as well.

RESPECT means that we can agree to disagree. That should I agree/ disagree with your opinion, that a friendship/relationship is not incumbent on that opinion.

RESPECT is demonstrated by listening to another person's point of view, without interrupting, putting down, and/or otherwise disruptiing the discussion.

RESPONSIBILTY Each one of us is responsible for ourselves. We can not control what another person thinks, nor can anyone control our thoughts. Therefore, we each have a personal responsibility to conduct ourselves in a respectful way. We also have a personal responsibility to speak out when a discussion involves an issue that we agree or disagree with.

O is for *Oops, Ouch and Openness*

Student Lessons Teaching Conflict Management

Student lessons are intended to provide students with opportunities to build a sense of belonging to the group as well as develop conflict resolution skills. Lessons should be taught in the order presented since class-building and team-building are pre-requisites to the more complex skills presented later.

Many times when we participate in sensitive issues we say things that either we didn't mean to say, or things that were misunderstood. *Oops* are those things that we didn't mean to say. When an *Oops* occurs, many times in the audience there is a simultaneous *Ouch*. *Ouch* is when someone says something and the words can be received as being insensitive, hurtful and/or painful.

Openness allows people to acknowledge an Oops or an Ouch, without fear that the person will judge them or hold it against them. And that with RESPECT and RESPONSIBILITY, I accept responsibility for my words, and respect a person for pointing out that I have said something, consciously or unconsciously, that was hurtful or inappropriate.

P is for *Participation and Perception*

Each on of us participates differently. Some of us like to speak out, others like to speak through a friend or peer. Others like to listen to the entire discussion, process what they heard, and then form an opinion that can be shared later. Some people like to speak in large groups, others in small. Some people feel most comfortable when speaking to just one other person. So, the way we participate is based on our personal style, and we need to RESPECT each person's style of participation.

Perceptions is a key in the ROPES strategy. The way a person views another individual can influence RESPECT, the acceptance of RESPONSIBILITY, and the way a person participates in the process.

E is for *Education, Exploration and Escuchar(to listen)*

If we allow ourselves to learn one new thing during our discussions, then we may come closer to achieving a world where differences are appreciated. If we give ourselves permission to explore, we may discover the answers to many unsolved social issues. But most of all, if we listen to one another with openness and respect, we may conquer the fears that divide us.

S is for *Sensitivity and Safety*

The degree to which each of us is sensitive varies from topic to topic. Our sensitivity also relies on our *perception* of the situation and the individuals involved. Even the most sensitive person can say something that is perceived as an ouch. Even the person who is perceived as being the most insensitive may acknowledge an Oops.

Safety is that attitude which lets a participant know that if they do participate in the discussion that they will be treated with respect. That when a person speaks, that they will not be chastised or put down, but respectfully challenged so that they will want to continue to voice their point of view.

ROPES

Ropes are ground rules that allow individuals to participate in a discussion that involves sensitive and/or controversial issues.

R = Responsibility/Respect

O = Openness

P = Participation (which includes the right to pass)/Perceptions

E = Exploration/Education/Escuchar

S = Sensitivity/Safety

Get Acquainted

Grade Level: 4 - 8

Objective: To develop student understand that prejudging does not give us the true facts about a person.

Matenals Needed: Get Acquainted Form (one per student)
Pencils (one per student)

Setting the Tone: Explain to the students that sometimes we look at others and form opinions of them before we really get to know them. Tell the student that today they will be involved in an activity that will help them better understand the meaning of prejudging.

Student Learning: Have students select partners. They may sit together, but they are not to speak. distribute copies of the "Get Acquainted" form (one per student). Tell student to complete the form, answering the questions strictly by observation of their partners.

Say: Don not talk, only look at your partner and answer the questions as best you can.

Have the partners exchange forms and talk with each other about their responses. Find out how many correct answers were written.

Closure: When the verbal exchange has been completed, have students use a minute to talk about what each partner thought about the other.

Have students discuss the ways words help us have a better picture of the facts about a person.

Get Acquainted Form

How old do you think your partner is? _____

Where do you think your partner was born? _____

In which month do you think your partner was born? _____

Interests: (Check the ones you think your partner is interested in.)

____ Dancing	____ Reading	____ Biking
____ Sports events	____ Artistic/creative activities	____ Travel
____ Music	____ Gourmet Foods	____ Horses
____ Camping	____ Writing	____ Movies
____ TV	____ Photography	____ School

Check the statement that you think best tells about your partner. Do you think your partner:

____ Is fun to be with.

____ Is a leader.

____ Is self-confident.

____ Is open to new ideas.

____ Makes friends easily.

Autobiographical Sharing

Grade Level: 3 - 12

Objective: To develop student awareness of their connectedness through a cooperative process of sharing about their lives, using a pair-share interview or sharing process, with the partners introducing each other to the total group.

Materials Needed:
3 X 5 index cards
Pencils
Chart paper
(If this lesson is use with elementary level student, teachers may want to generate ideas on a chalkboard or chart paper.)

Setting the Tone: Tell students: Today we are going to have an opportunity to find out a little about each other. Sometimes we can be in class with someone for months and not know much about this person. This lesson today will give us a chance to learn some interesting things about each other. At the end of the lesson, we'll discuss why or why not this lesson was important.

Student Learning:

1. Line up. Ask students to line up by the month of their birth, January to December. Do not give any other direction, other than where January begins the line; observe the level of cooperation to complete the task.

   Once the line has been established, ask the left end to begin to wrap around so that the first person on the left is paired with the first person on the right, the second persons are paired and so forth. Have person face their partners and, while still in line-up, ask pairs to share:

   - Full name
   - How they got their name
   - Something they are proud of

   Be sure to remind participants to share only that which they wouldn't mind having shared with the larger group.

   Ask for volunteer pairs to share <u>each other's</u> personal information.

2. Modeling. Have pairs sit together. Distribute cards for note-taking. Have each pair decide who will be Person A and who will be Person B. If the lesson is being used with student, the leader and partner, who have prepared their autobiographical sketches in advance, will model the process of introduction. This modeling helps provide a focus for the student and helps them generate their own life stories with less difficulty.

   Another way to help generate ideas, in whole group fashion, is by asking the question: What kinds of things would you like to know about a person or about a person's life? For example, if a new student arrived in your room, what kinds of things would you wonder about? These ideas will be written on the chalkboard.

   After this process, the leader will choose to be the first to model the introduction of his/her partner.

The Introduction Process

The introduction of pairs should be done in a circle where each person who is introducing stands behind the person being introduced. The introducer may put a hand on the shoulders of the person being introduced, as this establishes more connectedness and warmth between the two and also promotes a special feeling of self-worth for the person being introduced.

Begin the introduction, "This is my friend . . . ," or "I'd like you to meet my friend . . . ," or "It's my pleasure to introduce you to . . . " Once the introduction is complete, close it, warmly, with " . . . and this is my friend . . . "

Guided Practice: Once the process has been modeled, pass out index cards and pencils to each person.

Ask Person B to share his/her autobiography with A. Then switch so that A tells his/her autobiography to B.

Once the autobiographies have been shared within pairs, the leader will ask for a volunteer pair to introduce each other to the group.

As many pairs as time allows should have the opportunity to do the introductions. The ideal situation is for everyone to introduce and to be introduced. (If time does not allow this, suggest that the process continue at another time.)

Feedback: After the introductions, ask for individual feedback by posing questions such as:

1. What value do you think this lesson has?
2. What did you learn by doing this activity?
3. How did you feel when your partner shared moments/events/information about themselves with you?
4. How did it feel telling your partner about yourself?
5. What discoveries did you make today?
6. Were there any surprises shared?
7. Did you discover that you have things in common with people that you didn't know of before?
8. Did you learn something new about a person whom you thought you know very well?

Closure: Say: I know you have learned and, more importantly, experiences how the willingness to share ourselves with others enriches our lives by building friendships based on trust, honesty, common interests, experiences , and also by valuing differences and establishing mutual respect. You have had a special opportunity today to experience each person as an individual.

Squiggle Art

Grade Level: K - 8

Objective: To develop student ability to define a set of behaviors needed to complete a task cooperatively and to then use those behaviors in a practical exercise.

Materials Needed: Packs of 4 pens (red, yellow, blue, and green).
White paper, 8 X 11.

Background Information: None.

Setting the Tone: Read a list of people and activities and ask student to think about what they all have in common. the list mighty include the Chargers, the school, San Diego Gas and Electric, the students' families, Ringling Brothers Circus, the Congress of the United States, Pop Warner football, Sea World, and so on.

Listen to and validate student responses, but lead the discussion to a the key element in today's lesson: teamwork. All of the groups mentioned above are dependent on teamwork for their survival and success.

Student Learning: Tell the students they will be working in cooperative teams. Ask what they think that means. Elicit and accept a variety of responses. Ask student what they need to do or how they need to behave in order to work together in a group to complete a task (job).

List the responses on the chalkboard. These responses become the group rules for the session to follow. Have the student agree to follow those ground rules. Establish the "quiet" hand signal. Get students into groups by having them line up according to some criterion. have the line curve around until each student is facing a partner. Ask the students to give a big welcoming smile to the person they are facing, showing their willingness to work cooperatively with a classmate.

As soon as students are facing a partner, ask them to interview their partners with some focus question which relates to family or school. Suggested questions might be: How many brothers and sisters do you have? What's you favorite food and hobby? What do you want to do as a career? What subject do you like most in school?

Have pairs of student join other pairs to form teams of four; ask them to sit together somewhere in the classroom.

Guided Practice: Have the pen packs and white paper ready. Ask the student themselves to come up front to get four pieces of paper and a pack of pens, one color for each team member.

Once all student are situated, explain and show on the chalkboard what a squiggle is (any continuous line, can be curved, zig-zag, etc.). Say: "Each of you should have a blank piece of paper in front of you. Make a squiggle on your paper. After you have made the squiggle, pass your paper to the person on your right until all four papers include connected squiggles by everybody." If a team member observes a pattern forming when he or she receives a paper, that team member might elect to complete the pattern with his/her squiggle. When the task is com-

pleted, ask members of each team to agree on one piece of art to represent the team.

Emphasize the fact that the art is a team product and belongs to the group. The group consensus is an important process and may or may not occur immediately. After each team has chosen one squiggle art, have the team create a name for it and write it on the paper. Each team presents its art to the rest of the class and tells the name.

Squiggle art makes excellent classroom displays.

Feedback: It is important to debrief the process and student feelings about:

1. Working with or without best friends.
2. Deciding for themselves who was going to hand out materials.
3. Working on a team product.
4. Agreeing on things -- what helps and what doesn't.
5. Using words that help the group process, that encourage or discourage. Behaviors that help to get the teamwork done and those that don't help.
6. Deciding how easy or how hard it was to stick to the ground rules.

Closure: Point out to student that working as part of a team is not always easy. Many of us enjoy working independently and are successful with that approach. There will always be times in life, however, when our success is closely linked to participation in groups. Unless we learn to appreciate these opportunities to team with others and become skilled at working in that mode, we will miss out on the chance to learn about ourselves and our abilities.

Brainstorming

Grade Level: 7 - 9

Objective: To learn the technique of brainstorming as a means of solving problems.

Materials Needed: Newsprint or poster-sized paper
marking pens (various colors)

Background Information: Brainstorming is a very valuable technique for creative problem solving. The frequent use of brainstorming encourages a versatile, creative way of thinking.

Setting the Tone: The object of brainstorming is to produce a great quantity of useful ideas about a given subject or problem in a short period of time. This great quantity of ideas is then used for later organization and /or evaluation. The broader this data base, the more likely it is to throw new light on a problem or to lead to creative solutions.

Brainstorming, done effectively, should remove competition from problem solving and focus group attention on the problem to b e solved. Brainstorming can be done by the entire class or in small groups. (Five or six is a good size.) When small groups brainstorm, have the recorder from each group share the list with the entire class.

There are many ways to share groups lists; have each group member choose a favorite idea from the list and compile a selected list, pair groups and have them share their lists with each other, or have recorders meet and compile a master list for class perusal. If the entire class brainstorms, have three recorders at the board writing ideas as they are mentioned. (Waiting with your hand raised stifles the free flow of ideas.)

Brainstorming rules should be reviewed often, and the rationale should be discussed with the class. Write the following on the chalkboard:

RULES OF BRAINSTORMING
1. No negative comments.
2. Strive for quantity, not quality. The longer the list, the better.
3. Expand on each other's ideas.
4. Encourage "far-out" ideas.
5. Record every idea mentioned, using key words or brief phrases.
6. Set a time limit.
7. Right to pass.

Student Learning: Students form cooperative groups with each student within the selecting a different colored marker. Students brainstorm their concerns/issues involving, "What would make the cafeteria food at lunch better?"

Have students circle common concerns; underline concerns that are not shared by the total group.

Groups will prioritize their concerns and then choose the top three concerns they believe they can propose resolutions for. All groups meet together as a total class to present their concerns and proposed solutions.

Extension: Submit a proposal to the administration on an issue, using this model.

Class-Building

Grade Level: 4-12

Objective: To establish a feeling of positive rapport in the classroom and to increase each student's sense of belonging.

Materials Needed: 5-6 balls of string (more if possible).
Scissors (as many as balls of string).

Background Information: An environment of trust and rapport is necessary for a child's self-concept to grow. Students feel more comfortable asking questions in class and interacting with each other when they feel secure. A sense of security allows student to take risks, and learning is often synonymous with risk-taking. This activity is very appropriate early in the year when children are just beginning to get to know one another.

Setting the Tone: Show the student the string and scissors and tell them they are to cut a length of string and then pass the items along to the next person. Do not tell the student how much string to take or what will be done with it.

Student Learning: After each student has a piece of string, ask the group to from a circle. Ask the student to think about what autobiographical information they would like to share with the rest of the group. Tell them that they will wrap the strings around their fingers as they tell their life stories to the group, coming to a stop when the string runs out. Since some student have taken more string than others, their sketches will be longer. Ask the student to share those important experiences (beginning with early childhood) which have left strong impressions on their personalities.

Guided Practice: Model the desired behavior by being the first to share. This helps to create a better environment for risk-taking. Remind student that the person who is sharing is the only one who has the floor and that there will be time for comments later. It is important that students have the opportunity to speak without interruption so that they feel they have the attention of their classmates. Have students begin their sketches.

Feedback: Ask students in the room to comment by answering the following questions:

1. What did you learn about a classmate that you didn't know before?
2. Do you feel closer to another person when you learn about their experiences and their feelings?
3. How did you feel about taking the risk of sharing your life with others?
4. If you could do this activity again, would you give the same information, or would you change the story you tell is some way? If so, what way?
5. Why is it important for us to know one another on something more than a superficial level?
6. What conditions are necessary for us to feel comfortable with sharing?

Closure: Explain to student that as they share their experiences and emotions with each other and experience acceptance and affirmation in the process, they begin to trust each other. This trust builds a feeling of security in the classroom, and a feeling of security provides a better places to learn and explore.

Extension Activities: Other activities could include compliment bombarding. Students take turns saying something positive about one student in the classroom. This activity continues until every student has participated. No put downs or negative responses are allowed. This activity helps student learn the names of their peers.

Have student work with construction paper and colored pens or crayons to create a timeline of their lives. The project could include people, places, and events that have been important to them. Children not comfortable with drawing their pictures could cut and paste picture from magazines, if they wish. If time permits and children feel secure enough, they could share their timelines orally with the class and/or post them for display in the classroom.

Feeling Star

Grade Level: 4 - 9

Objective: Students will recognize that there are many ways to respond to a conflict situation, and will become aware of how they can affect the outcome with their choice of response.

Materials Needed: Feeling Star Worksheet - 1 per student (attached)
Students will need a pen or pencil.

Background Information: The Feeling Star is designed to allow student to express their personal feelings. For this lesson, students will recognize a conflict as a situation where two or more people disagree. Students will also learn that a resolution is possible without getting into a physical altercation. This activity can be used for varying topics and objectives.

Setting the Tone Ask student to close their eyes for a moment and try to form mental pictures in response to the following questions:
What picture comes to mind:

1. When I say the word "feeling?"
2. When you hear the word "friend?"
3. When you see the word "conflict?"
4. When you hear the phrase, "Can we all get along?"

Student Learning: Tell student that this lesson will ask them to deal with a felling that affects all of us from time to time - - anger.

hand out the Feeling Star worksheet, one per student. Instruct students that they will be writing short sentences or phrases within each of the six points of the star. In the center of the star, ask the students to write their name. Starting at point 1, ask student to respond to the following questions:

(Note: Question 1 always serves as an icebreaker. If something interesting or exciting is going on that involves all students, create you won first question.)

Question #1: What is the last "good" movie you saw (TV or theater)
Question #2: What two characteristics do you look for in a "good" friend?
Question #3: What characteristic keeps someone form being your friend?
Question #4: What is the first thing you do when a friend makes you angry?
Question #5: When a person who isn't your friend makes you angry, what is the first thing you do?

Practice Tell student that you are saving the last question, point #6, for the end of the lesson. Have the student pair/share the responses on their Feeling Star. Allow two minutes for each pair to share their responses. At the end of the two minutes have each pair join another pair to form a cooperative group of four. have all four group members share their responses.

Extension: Once student have had the opportunity to share their responses, have them note two characteristics they feel are the most important in a good friend, based on their group response.

What two characteristics excluded people from being a good friend, based of the results of the total group.

Ask students if they notice that people treat friends differently form strangers or acquaintances, when they are angry?

Ask students who they believe most likely to strike out in anger - a friend or a stranger? (There are no right or wrong answers.)

Further Extension: Students should be divided into groups of approximately 4. Using another Feeling Star diagram students will place within each point 4-5 typical classroom conflict situations.

Students will discuss how peers can influence or prevent a conflict from occurring.

Student can role play each situation as part of the activity.

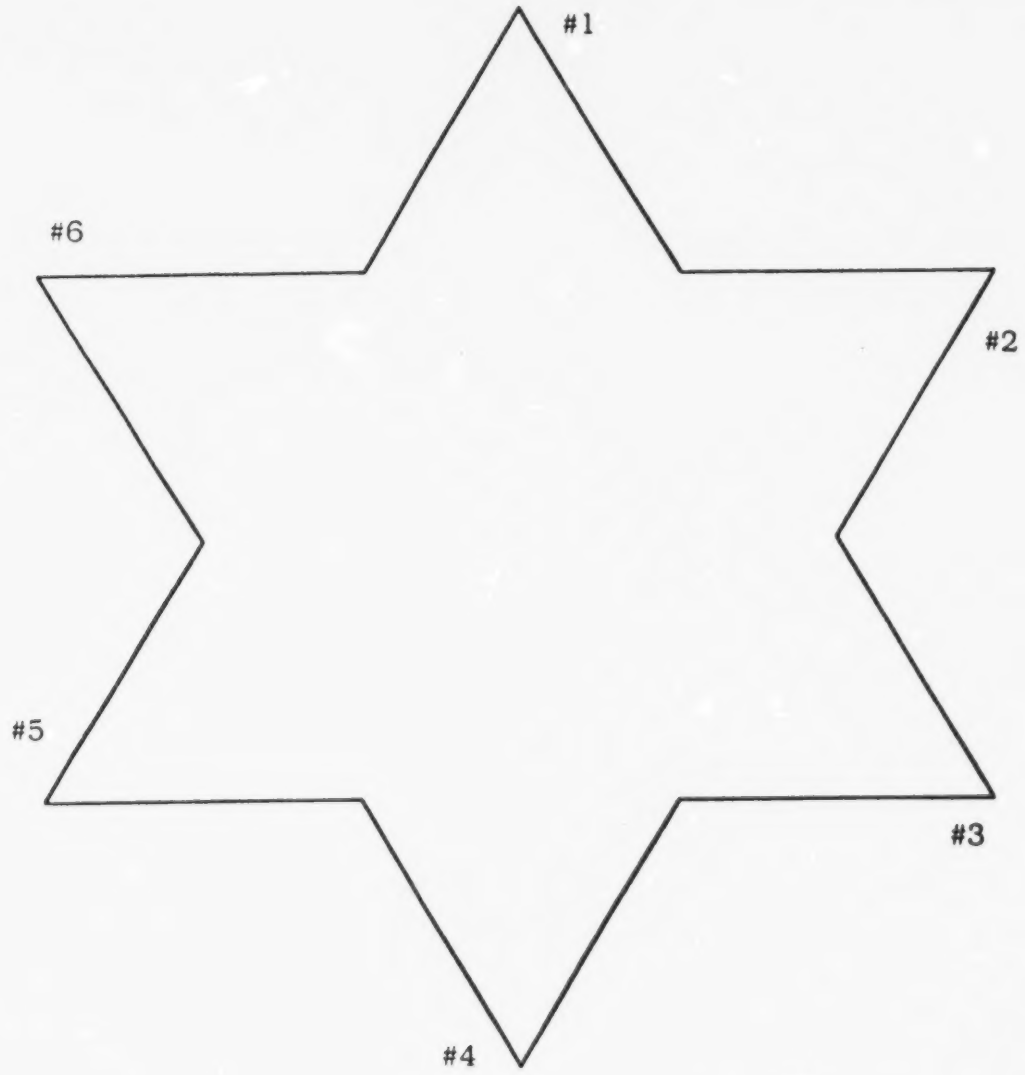
Closure: Ask students to close their eyes again and to form mental picture in response to these questions:

1. Imagine a person you know, and they have made you angry. How will you deal with your anger, and still preserve your friendship?

2. Imagine a person you don't know well, but you have been friendly with in the past, has just made you angry. How will you deal with this situation and preserve a possible friendship.

3. Think of the last time you were angry at someone, friend or acquaintance. How did you deal with that situation? Now in point #6, write down how you would deal with the situation differently.

Feeling Star



My Responsibility

Grade Level: 7 - 9

Objective: To identify individual responsibility in respecting the rights and feelings of the total group.

Materials Needed: Overhead projector
Overhead transparency of Situations made from the following page

Background Information: None needed.

Setting the Tone: Students are encouraged to take responsibility for their own behaviors. For example, if a student feels bored in class, she/he can blame the teacher and (1) tune out, (2) act disruptively, or she/he can (3) consider his/her own responsibility. The first two choices affect the total group negatively; the third choice respects the right of the groups and may promote change. The student can choose to own some of the responsibility for boredom; she/he might admit such problems as:

I don't like writing assignments.
I don't like name-calling.
I feel uncomfortable listening to racial/ethnic jokes.

In return, the teacher (or another student) can respond to gentle feedback. (Feedback may be defined as letting another know how one feels or what one observes.)

Student Learning: Students take turns discussing alternate choices from each situations on the following page, keeping in mind that the best choice shows respect for rights and feelings. Agreement is not necessary. Students explore their own feeling and attitudes about respect for rights, and feeling of working together.

Situations

Situation 1: A group of students in class sit together and tell racial/ethnic jokes. You choose to:

__ do nothing
__ join in with them
__ call them names
__ say to the student that telling racial/ethnic jokes is not funny and is inappropriate
__ speak privately to their "victims," saying you don't agree, or
__ ???? (your suggestion)

Situation 2 Your idea for the group is the best one, and your group only has a limited amount of time. Another student who you think is off the track is speaking. You:

__ interrupt and take over
__ give in so her/his feeling aren't hurt
__ wait until she/he's finished and repeat your own ideas
__ warn about the time, or
__ ???? (your suggestion)

Situation 3 A disabled student is entering the class. Special provisions will have to be made. You:

__ resent having someone different impose upon the class and you silently sit and stew
__ decide you won't be able to learn as much as you expected and resign yourself
__ work to have the handicapped student removed from the class
__ recognize that a disabled student may be challenged is some areas, but not in all
__ transfer out, or
__ ???? (your suggestion)

Situation 4 You and your boy/girlfriend have only one class together, and this is it. You are so happy to be with each other that nothing else seems to matter.. You:

__ talk to him/her constantly during class
__ work together is get the best grade
__ ask others to pass notes
__ stick up for him/her in class no matter what, or
__ ???? (your suggestion)

Situation 5 A student of another race is in your group and is always quiet. You:

__ take more time to talk yourself
__ leave them alone
__ ask his/her opinion
__ try to get to know him/her after class, or
__ ???? (your suggestion)

The Anatomy of Conflict

Grade Level: 5 - 12

Objective: Students will learn about six types of conflicts.

Materials Needed: Domains of Conflict Sheet (attached)
Slides or pictures from magazines relating to types of conflicts.

Background Information: Option One: Students should have experience working in teams of four prior to this lesson.

Option Two: Use some "team-building" activity to create a new group of four students. See caution listed in Student Learning.

Setting the Tone: Share with the students some examples of conflicts. Use personal, inter-national (from a newspaper or TV), and intra-national (show students some pictures from the media).

Student Learning: Share with the students the process of "Jigsaw." Caution: this lesson uses a complex cooperative learning structure. See explanation of Jigsaw in Spencer Kagan's Cooperative Leaning Workshops for Teachers.)

Students go to their assigned "expert group."

Expert group members study and prepare to present to their team the type of conflict assigned to them. DO NOT ASSIGN INTER/INTRANATIONAL CONFLICT DESCRIPTIONS.

The different types of conflict are taught by different team members.

After reviewing the types of personal and group conflict, create a definition for both types of national conflicts, using "numbered head together" structure.

Extension: Show ten different slides representing each type of conflict (or show pictures from magazines).

Have students reach a consensus of the type of conflict presented in each slide.

Closure: Show students a map of the world, listing terrorist activities around world.

Have student guess which ones are intra-national or inter-national types of conflict.

Domains of Conflict

INTRApersonal

Conflict within a single person who needs to make a choice between two or more actions.

Example: A student wants to do well on a test tomorrow and needs to study but wants to go to a party with friends instead. (This type of conflict happens within a person.)

INTERpersonal

Conflict between two or more persons who need to make a choice between two or more actions.

Example: Two students claim that an essay without a name on it belongs to each of them.

INTRAgroup

Conflict between members within the same group.

Example: Two students on a team in P.E. want to play the same position at the same time.

INTERgroup

Conflict between two or more groups.

Example: When two groups claim that some area of the lunch court "belongs" only to them.

INTRAnational

Conflict between groups within the same nation.

Example: Two or more cities or states claim that the water from a river belongs only to one of the cities or states.

INTERnational

Conflict between two or more nations.

Example: When one nation won't allow some other nation to import its cars anymore. Note: This type of conflict can lead to war.

Action-Reaction

Grade Level: 2 - 9

Objective: Students will recognize the difference between action and reaction, and become aware of how an individuals response to a situation will eventually determine the outcome of a relationship.

Materials Needed: None

Background Information: The teacher should have three scenarios, which contain some form of conflict, appropriate for the grade level.

Setting the Tone: Ask students if they can remember going to the doctor and having a physical examination. Ask the students the following questions:

1. Do you recall the doctor using a rubber mallet on your knee?
2. Do you know what the doctor was testing you for? (The correct answer is their reflex reaction.)
3. Can a person unconsciously control their reflex reaction?

A scenario that can be used is that of a small child who tried to remove an object for a stove top. when the child reached for the object they touched the hot burner. Ask the students, "What was the child's reflex reaction?"

Then ask the student if they thought the child would reach for the object again? Why not?

The initial contact with the stove burner caused a "reaction" in the child which was the immediate removal of their hand from the burner. The child then knew in the future, that they shouldn't touch the burner, for fear they might get burned. So whenever they were near any stove, they "acted" responsibly.

To take action is to accept the responsibility for one's actions, without blaming others. Ask student if they remember an elementary experience where they heard children blaming one another for their actions. (i.e., I hit him/her because he/she called me a name! It's their fault!)

A clear example to explain "action" is that of Dr. Martin Luther King during his civil rights march. Dr. King knew that if he participated in the march he could be arrested. He knew the consequences that could arise, and accepted them, without blame.

Student Learning: Ask students to respond to three different conflict scenarios. You may use the three provided or create your own.

Scenario #1 A class of students was walking to the library when the teacher stops the class en route. Two student near the back of the class were talking and didn't see that the group had stopped. As a result they bumped into two other students.

Reaction: The student who were bumped shoved the two other students who bumped them.

Action: The students who bumped the other students acknowledged that they weren't paying attention, apologized, and responded by paying closer attention to the movement of the class.

Scenario #2 A student attempted to throw a volleyball to the opposing team, but the ball landed in another court.

Reaction: Students yell obscenities and insults.

Action: A student asked the coach if he could review with the class the procedure to be followed when a ball goes onto another court.

Scenario #3 Two students become involved in a name-calling match. One student puts down another person's sister.

Reaction: One student hits the other student in the mouth. When confronted by an adult, he blamed the other student for bad-mouthing his/her sister.

Action: The student told the other student that if he wanted to insult him it's one thing, but insulting a relative is stepping out of bounds. At that point, the students decided how they would respond to each other and accepted responsibility for their own actions.

Extension: Ask students to share some experiences they have had or they have witnessed when they or someone has reacted. See if they can select an alternative behavior that would have been more appropriate.

Ask students if they are aware of the actions that a teacher and/or administrator takes for certain behaviors that students are involved with? (i.e., suspendable offenses vs. alternative disciplinary action.)

Closure: Tell students that even with the best intentions we still may not always make the right choices. However, in most cases we have an opportunity to take appropriate action if we keep in mind the importance of treating others with the same kindness and respect we would like to receive.

To Tell or Tattle

Grade Level: 1 - 9

Objective: Students will recognize the difference between telling and tattling. Students will also recognize that tattling can create conflict, as opposed to seeking help to resolve a conflict.

Materials Needed: A piece of paper for each student.

Background Information: It is helpful if students have had some previous discussions on resolving conflict.

Setting the Tone: Ask students what feeling they experience when they hear the word "tattle." Ask them if they have the same experience when they hear the word "tell." Say that today the lesson will ask them to take a close look at the two words to decide if they mean the same thing and if they don't, to decide how they are different.

Student Learning: Fold the piece of paper in half, and write "tattle" on one half and "tell" on the other. Ask students to define the words "tattle" and "tell." Record words that define each of the words on the paper. Emphasize that tattling is intended to get someone in trouble. Telling, on the other hand, is intended to help the other person in some way.

Ask student if they can relate experiences (no names allowed) where they know when a person "told" or "tattled" on another person. Have them explain in as much detail as is appropriate. How did you know if it was "telling" or "tattling?" After each story, check with the students if there is agreement to whether the situation can be defined as telling or tattling.

Extension: Prepare student to hear a couple of scenarios, and that they must decide how the person involved would tell or how they would tattle. You may use the stories provided, or you may use your won scenarios.

Scenario #1 During P.E. you are responsible for returning the football to the coach. At the end of the period another student grabbed the ball, threw it to the coach, and ran into in to take a shower. Would you tell the coach? Is it telling or tattling?

Scenario #2 A student had a disagreement with a cafeteria worker during lunch. You heard the lunch supervisor direct the student to report to the counseling center. The teacher in their class following lunch asked where the student is? Should you tell the teacher what happened? Is it telling or tattling?

Closure: Tell students that sometimes there are situations where they may be asking for some help for another person and that request is perceived as trying to get that person in trouble. There are also situations where students do tattle, and their actions are followed by some form of conflict - either by the person involved, or by another person who feels compelled to act on their behalf.

No Name Reactions

Grade Level: 7 - 9

Objective: To identify one's social behavior style anonymously, and to give and receive feedback about behavior styles in a safe setting.

Materials Needed: No Name worksheet - 1 per student (attached)
Students will need a pen or pencil.

Background Information: It would be helpful if students have participated in the lesson entitled "Action-Reaction" to understand the meaning of the terms "action" and reaction."

Setting the Tone: This lesson is designed to provide suggestions/options for all individual when dealing with reactions in conflict resolution.

Ask student if they can remember situations where they said to themselves, "If I had only known what-else I could do . . . "

Student Learning: Introduce the concept of social behavior style to the class. Then distribute copies of the No Name worksheet, and proceed as follows:

1. The teacher should prepare the worksheets by pre-numbering them prior to distribution. Students names are not to be used. Students must remember their worksheet number in order to reclaim it at the conclusion of the activity.

2. Each student is to complete the "My Reactions" section of the worksheet. The teacher will then collect the worksheets and prepare them for redistribution on a random basis.

3. Form the class into small groups of 3-5 student each and distribute the worksheets on a random basis to each member of each group.

4. Ask the group to respond to the "My Reactions" statements on each worksheet by giving suggestions for more productive behavior. Their responses should be written in the "My Friend's Suggestions" portion.

5. Collect the worksheets and place in several stacks at a central location in the classroom. Request the students, a few at a time, to reclaim their worksheets (by number), before returning to their regular seats.

6. Conclude the activity by asking students for reactions to the suggestions offered. Remind them that feedback does not have to be accepted if it doesn't seem to fit. However, friend's suggestions may offer them new insight.

Extension: Ask students what it was like to receive suggestions? Did you receive any surprises? Any good ideas?

No Name Worksheet

PLEASE PRINT ONLY!

Number_____

My Reactions

In the spaces below please write your reaction to each situation.

1. When some one criticizes me, I _____
_____.

2. What makes me really angry is _____
_____.
I react by _____.

3. I fell like saying mean things when _____.
So I usually say _____
_____.

4. I hate myself when _____
_____.
I usually react by feeling _____
_____.

My Friend's Suggestions

Exchange papers. In the spaces below please write suggestions to each situation. This paper will be returned to its original owner.

1. When someone criticizes you, you can:
   a. _____.
   b. _____.
2. When you get angry because of what you described, you can instead:
   a. _____.
   b. _____.
3. Instead of saying mean things, you can:
   a. _____.
   b. _____.
4. When you hate yourself because of what you described, you can:
   a. _____.
   b. _____.

Evaluation Activity

Grade Level: 7 - 9

Objective:	Access student progress in teaching students to understand how their behavior effects others.
Matenals Needed:	Assessment Sheet (attached) Students will need a pen or pencil.
Setting the Tone:	Tell students that they have been learning about making decisions, and choosing the appropriate behavior. This exercise will let students "show off" what they have learned.
Student Learning:	Give each student an Assessment sheet. Students may work alone or in cooperative groups.
Closure:	Discuss the helping behaviors with the class. How can we put more of these behaviors into our classroom? Discuss behaviors that lead to conflict. Ask the class to give some examples these behaviors, and situations they have observed where they took place. What other behaviors could have been used?

Assessment

Learning to work with others is one of the most important things we can learn in school.

List four behaviors exhibited by others that *help you work together* and explain why each one has this effect.

Behavior 1: _____

Why it helps _____

Behavior 2: _____

Why it helps _____

Behavior 3: _____

Why it helps _____

Behavior 4: _____

Why it helps _____

List four behaviors exhibited by others that *contribute to conflicts* with classmates and explain why each one has this effect.

Behavior 1: _____

Impact on Others _____

Behavior 2: _____

Impact on Others _____

Behavior 3: _____

Impact on Others _____

Behavior 4: _____

Impact on Others _____

Zin Obelisk

Grade Level: 7 - 12

Objective: Students will experience and practice the cooperative skills required for group problem-solving.

Materials Needed: Zin Obelisk Group Instruction Sheet (1 per student) (Attached)
A set of Zin Obelisk Information Cards for each group. (33 cards per set). Put each piece of information (attached) on one index card and then laminate the cards. An alternative is to cut the strips and put them in envelopes.
A large newsprint pad and felt-tipped markers, or a chalkboard and chalk.
Blank paper and a pencil for each participant.

Background Information: Note: This lesson has been adapted from A Practical Manual for Team Building by Dave Francis and Don Young.

Prerequisite skills include knowledge of fundamental geometric principles, particularly those which permit the calculation of the area and volume of a geometric shape. Also useful is the skill to be able to distinguish between essential and non-essential information when problem solving. However, it is not essential or even desirable that all student possess the prerequisite skills since one goal of this activity is for student to recognize that many heads are better than one. For example, a student who has the necessary mathematical skills may not have the necessary facts to solve the problem. Therefore, he/she will need to listen to the contribution of other group members. Group members will come to recognize that they all have something to contribute to group problem solving.

It is helpful if the teacher has formed groups of students in advance of the lesson.

Setting the Tone: Today we are going to begin to take a look at how groups function together to solve problems more efficiently. Each of you will be given a piece or pieces of information which may or may not be needed to solve the problem. The group must function together to determine which pieces of information are essential to solve the problem. Once the problem is solved we will discuss how you worked together to reach a solution.

Student Learning: Ask student to move into their pre-arranged groups. Distribute the Zin Obelisk Group Instruction Sheet and go over the directions with students. Emphasize that only the recorders may use pencil and paper as part of the group process.

Guided Practice: The group begins to discuss the information cards to determine which information and skills are necessary to the solution of the problem. Leader circulates and assists the groups in maintaining the process guidelines. When it seems that most groups have an adequate time to finish, ask for the answers they decided upon. Next, go over the answer and rationale with the class.

Answer and Rationale

The answer is Neptiminus.

1. The dimensions of the zin indicate that it contains 50,000 cubic feet of stone blocks.
2. The blocks are 1 cubic foot each, therefore 50,000 blocks are required.
3. Each worker works 7 schlibs in a day (2 schlibs are devoted to rest.)
4. Each worker lays 150 blocks per schlib, therefore each worker lays 1050 blocks per day.
5. There are 8 workers per day, therefore, 8,400 blocks are laid per working day.
6. The 50,000th block, therefore, is laid on the sixth working day.
7. Since work does not take place on Daydoldrum, the sixth working day is Neptiminus.

Feedback: Discuss the process by asking questions such as:

1. What behavior helped the group accomplish the task?
2. What behavior hindered the group in completing the task?
3. How did leadership emerge in the team?
4. Who participated most?
5. Who participated least?
6. What feeling did you experience as the task progressed?
7. What suggestions would you make to improve team performance?

Closure: Sometimes we don't realize all of the benefits we gain by working together. Not only do we solve problems and accomplish tasks more efficiently, but many people believe that the quality of the work is improved by the input of the group. In addition, our relationships with other people grow and become richer when we share constructive experiences; and successful relationships add meaning to our lives.

Zin Obelisk Information Cards

1. The basic measurement of time in Atlantis is a day.
2. An Atlantian day is divided into schlibs and ponks.
3. The length of the zin is 50 feet.
4. The height of the zin is 100 feet.
5. The width of the zin is 10 feet.
6. The zin is built of stone blocks.
7. Each block is 1 cubic foot.
8. Day 1 in the Atlantian week is called Aquaday.
9 Day 2 in the Atlantian week is called Neptiminus.
10. Day 3 in the Atlantian week is called Sharkday.
11. Day 4 in the Atlantian week is called Mermaidday.
12. Day 5 in the Atlantian week is called Daydoldrum.
13. There are five days in an Atlantian week.
14. The working day has 9 schlibs.
15. Each worker takes rest periods during the working day totaling 16 ponks.
16. There are 8 ponks in a schlib.
17. Worker each lay 150 blocks per schlib.
18. At any time when work is taking place there is a gang of 9 people on site.
19. One member of each gang has religions duties and does not lay blocks.
20. No work takes place on Daydoldrum.
21. What is a cubitt?
22. A cubitt is a cube, all sides of which measure 1 megalithic yard.
23. There are 3 1/2 feet in a megalithic yard.
24. Does work take place on Sunday?
25. What is a zin?
26. Which way up does the zin stand?
27. The zin is made up of green blocks.
28. Green has special religious significance on Mermiadday.
29. Each gang includes two women.
30. Work starts at daybreak on Aquaday.
31. Only one gang is working on the construction of the zin.
32. There are eight gold scales in a gold fin.
33. Each block costs 2 gold fins.

Zin Obelisk Group Instruction Sheet

In the ancient city of Atlantis, a solid, rectangular obelisk, called a zin, was built to honor the goddess Tina. The structure took less than two weeks to complete.

The task of your team is to determine on which day of the week the obelisk was completed. You have 25 minutes for this task. Do not choose a formal leader.

you will be given cards containing information related to the task. You may share this information orally, but you may not show your cards to other participants. One person may act as recorder, using pencil and paper to calculate or draw charts, but all other input must be verbal.

Appendix

Managing Conflict - Successful Practices

(use additional pages, if necessary)

Grade Level of Population _____

Type of Problem _____

Background on Problem _____

_____

_____

Solution _____

_____

_____

_____

Follow-up Procedure _____

_____

_____

_____

Name of School (Optional) _____

Contact Person (Optional) _____

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services
Race/Human Relations Program D R A F T

ADMINISTRATIVE CRISIS RESPONSE - DENIAL TO ACCEPTANCE

> "... administrators are likely to avoid direct intervention in intergroup conflict, at least initially, for two reasons. First, they may be highly uncertain about the possible consequences of any direct intervention. Second, they do not want to admit that conflict exists and is so serious that it exceeds the capacity of the conflicting parties to resolve it themselves.
>
> Perhaps the most used tactic is simply to ignore the conflict and hope that it will eventually resolve itself... Unfortunately, ... the conflict often does not fade away but grows and envelops more and more people." (Reitz, p.447)

This paper will focus on the reactions of principals to on site intergroup conflicts and intervention strategies. It will specifically explore the question of why principals frequently respond in a defensive/denial mode when faced with intergroup conflict.

Due to the changing demographics of schools, intergroup conflicts are becoming the norm rather than the exception and intervention/assistance from "outsiders" is becoming more commonplace.

These challenges require creative long-term solutions rather than "band aid" approaches such as "keeping the lid on," ignoring the problem and hoping that it will evaporate into thin air or resolve itself, or merely addressing the immediate symptoms. Unfortunately, as Reitz (1977) suggests, when these tactics are chosen, "the conflict often does not fade away but grows and envelops more and more people." (p.447)

Several critical concerns have been identified by top level district administrators regarding the principals' response mechanisms to conflict/crisis and intervention techniques. Quite often, principals

facing crisis situations become defensive and extremely concerned about written reports and the confidentiality of this information. This defensiveness has been seen in their interactions with the media, parents and the community. In general, the principals' actions in this mode are reactive rather than proactive.

In addition, a mismatch between what a principal perceives as proactive behavior and his/her supervisor's perception(s) of this behavior may also occur. Some principals appear to become protective of their status during crisis and want to maintain their relationship with their staff members. These administrators tend to verbalize their feelings by saying that they cannot ask their staffs to do one more thing because they are already working extremely hard. Therefore, these principals do not rally their troops to assist with developing and implementing appropriate solutions. It is interesting to observe this protective mechanism being utilized by some administrators while their building is being engulfed in a human inferno of conflict!

In field observations principals, when initially faced with intergroup conflict, seem to want assistance. Specialized teams may be called upon to provide assessments, mediation, and/or direct crisis intervention. In the initial planning/interview phase this intervention is accepted with open arms and in a collaborative manner. However, once the agreed upon assistance procedure has been completed and a written report is produced, apprehension and anxiety increases on the part of the site administrator. An approach-avoidance mechanism is highly apparent as the administrator who asked for help may not be willing to accept the results of the formal report.

This mechanism is characterized by defensiveness and protective comments, such as, "You're not telling us anything we didn't already know." "Who

will get a copy of the report and why do my superiors need one?" "How are we going to keep the report away from the media?" "How confidential is the report." Sometimes the information collected may later be labeled as "skewed" because only a small portion of the site population was involved in the interview sessions. This is true even when these groups were recommended by the administrator for interviews.

There is also a great deal of concern by administrators regarding how they will be perceived by their superiors for calling in outside intervention. Comments such as, "Will they see me as weak and incapable of handling my own school?" and "Everyone will know about the problems" are often expressed. Some principals have verbalized these concerns openly and feel that they were "burned" because their supervisors were privy to crisis information. Others feel that their immediate supervisors should be informed of crises and any reports resulting from outside intervention. However, they feel that it is their responsibility, rather than the assessment teams, to provide the supervisors with this information.

There is also a great deal of apprehension expressed by some principals when they feel that the assistant superintendent for Community Relations and Integration Services has a copy of their confidential report. The question is frequently asked, "Why does he need a copy, he's not my boss?"

Bottoni (p.5, 1984), found that,

> "Principals have been evaluated indirectly in terms of their ability to satisfy or please their superiors. In fact, the results of such an evaluation has been a negative force, one that operates whenever an administrator or supervisor experiences problems in areas such as student discipline, staff morale, or community dissatisfaction. The administrator who maneouvers in ways to placate various populations with which he has contact is often assumed to be a capable person, an assumption that may have had little relationship to an affirmative leadership or good management style."

Therefore, principals want to stay in the good graces of their superiors and feel that crisis situations might sound the alarm to their supervisors that perhaps they are incapable of handling these situations.

It is interesting to note that the defensive mechanism and denial when faced with intergroup crisis occurs among principals regardless of race. Reitz (p.261, 1977) calls this "The Ego-Defensive Function." He describes this function as one in which, "attitudes may serve to protect one's ego from unpleasant or threatening knowledge about oneself or one's environment Accepting threatening information can produce anxiety; developing certain attitudes can distort or black out such information and reduce anxiety."

This "ego-defensive function" can also be viewed as a part of the "grief cycle." This cycle includes several stages which may help explain the process that principals go through when faced with intergroup crisis.

It is helpful to note at this point that:

> "Loss can take many forms. It is most profound and most easily recognized when it involves the loss of life - our own or that of a significant other person. (Significance does not mean loved; it means rather, important in some way.) Loss is also recognized without difficulty when it involves valuable material objects, such as the loss of a home or business, of valuable possessions having monetary or sentimental value.
>
> There are other losses, however, that are much more subtle. When they occur we may be aware of having gone through a painful experience, but we do not recognize that experience as a loss. Friends and professional helpers may miss the loss aspect as well. Examples of such experiences are minor failures, events causing shame or embarrassment or disappointments. The Oriental value of "loss of face" gives recognition to the loss aspect of these experiences. Such losses may go unnoticed but leave their impact anyway. If the loss itself is unnoticed, in all likelihood the reaction to the loss will also be misunderstood because it is cut off in our thinking from the precipitating event. The ensuing result may be that we see someone in a full-blown normal grief reaction, but in as much as no one has recognized that a loss has occurred, the behavior may seem as disturbed or pathalogical rather than as normal." (Simos, p.19, 1979)

The grief cycle includes several stages which are commonly referred to as:

Initial Responses to Loss
1. Shock
2. Alarm and Anxiety
3. Fear

Stages of Grief
1. Denial
2. Anger
3. Bargaining
4. Depression
5. Acceptance

According to Simos (1979) these stages can be defined and characterized as follows:

1. Shock - is defined as a sudden violent, or upsetting disturbance.

2. Alarm and Anxiety
   The reaction to shock is alarm. Alarm is defined as fear or anxiety caused by the sudden realization of danger. Alarm can be set off by any unfamiliar or unexpected situation....
   Shock, alarm and anxiety, can serve a protective function in keeping away a flood of emotion which the person may be unable to cope with.

3. Fear
   We may fear danger from outside forces or even fear our own destructive impulses. On the other hand, the fear of loss can also act as a spur to mastery.

4. Denial
   Denial is an unconscious defense used to reduce, avoid, or prevent anxiety which arises from an objective danger. It is the earliest defense to emerge in psychic development, the most persistent of all defenses, and a normal part of ego development. Some denial is necessary at every stage of life to make life bearable...
   Denial operates by shutting out of awareness that which would be too disturbing. The infant does it by closing his eyes and turning his head away. We speak of people who hide their heads in the sand, or sweep their worries under the rug.
   Shame can be an extremely painful feeling and people will erect powerful unconscious defenses as well as conscious maneuvers to avoid the pain of this feeling. How many times has an unemployed man left the house in the morning pretending he was going to work at a job no longer his! Repression is the most primitive and basic defense against feelings of shame, often through denial of the loss itself. Repression can also take the form of screening out the impact of the loss. Overwhelming criticism can push one to the point of dispair. If attacks are too massive, the person, to preserve

a sense of self, will "turn off" emotionally to any criticism that would arouse shame/anxiety. Some people defend against shame by becoming attacking and belligerent, or suddenly finding fault in another to justify pulling away.

5. Anger
   There are some poeople who handle uncomfortable feelings by denying the feelings (guilt, shame, helplessness) and lashing out in anger at any convenient scapegoat.

6. Bargaining
   Bargaining is a part of everyday life. Bargaining is used when facing examinations, job interviews, and other desired or feared pending goals or outcomes. It is a reflection of the awareness that often our best efforts are not enough to insure success and that slim chance does play a part in our life. Bargaining takes over when human powers are exhausted.

7. Depression
   Depression is often the result of repressed anger.
   Hopelessness in depression appears as indecisiveness, paralysis about action, increased demands on others, feelings of unworthiness and guilt, and projection of hopelessness on other.

8. Acceptance
   The emotionally healthy person it able to carry on daily life tasks, regress to dependency and helplessness during a surge of grief, and return again to some level of adequate functioning.

These stages can be summarized in a nutshell as,

1. Denial and Shock - "Not me!"
2. Anger and Irritability - "Why me!"
3. Bargaining - "If I promise this, or do that, everything will work out."
4. Depression and beginning acceptance - "It is me. There is a problem."
5. Complete acceptance - "O.K. This is the situation."

The literature tends to suggest that denial is normal and if crisis is equated with the grief cycle then the behaviours manifested by principals in case after case, would seem to be part of a normal human response to crisis stimuli, then perhaps the significant question might be how can principals quickly go from the denial stage to acceptance/action.

It is hypothesized that several things will need to be in place for the

transition from denial to acceptance/action to occur and that "outsiders" can play a significant and valuable role in assisting principals through this transition. According to Arends (1977), "Outsideness" can be defined as "Teachers in 'other' schools, personnel from the district office, and consultants.." (p.23)

From a district level it has to be made O.K. for site administrators to ask for help in crisis situations so that this type of assistance is not perceived as being any different than asking for help in content areas. The perceived social stigma of having a crisis must be eliminated and a value shift must occur which enables/empowers administrators to address crisis in creative and perhaps nonconventional ways.

This value shift can be facilitated by Area Operations via personalization and verbalization of the concept that "it's O.K. and expected that site administrators will ask for assistance during intergroup conflict in much the same way that the fire department is called to put out a fire." In this case the administrator is penalized only if he/she fails to take the proper action and does not call the fire department. With the reinforcement of the O.K. for intervention, a significant level of trust must be established between the administrator, Area Operations and the consultant.

It is also interesting to note that in the cases where Area Operations directs principals to contact outside sources for assistance to crisis the denial phase is much shorter and acceptance occurs more rapidly. Administrators who are close to retirement are frequently not threatened by written reports and verbalize that they feel comfortable with their supervisor having a report. They also seem more accepting of assistance. However, frequently they want outsiders to come in and do it all while they play the role of the silent partner.

We also have to make it safe for administrators to identify and address potential crisis situations in timely and proactive ways. Administrators need to be encouraged to keep their ear to the ground to maintain constant contact with the pulse beats of the school (students, parents, staff and the broader community) so that plans may be developed before crisis occur.

Along with making it safe, building trust and shifting our values must come training for principals in group dynamics, creativity, and collaborative problem solving techniques.

"Adequate, appropriate, and systematic inservice training is essential if an educational change is to be implemented effectively (Klansmeier, 1978). Such training should help existing staff members acquire the understanding, skills and ATTITUDES required to perform their expanded roles effectively (Neiner, 1978)."

Administrators are being asked on a daily basis to utilize creative problem solving techniques, especially since additional resources and personnel are not readily available. We often assume that they know how to do this and that they feel skilled in group dynamics. However, more often than not they are not trained in these aspects of their job. Reitz (1977) cautions that "creative behavior in organizations is not simply a matter of selection and training. The organization itself can impede or facilitate the creative process...Anxiety, fear of evaluation, defensiveness, and cultural inhibition have all been suggested as blocks to the realization of creative potential (p.242)...Certain aids to creative behavior have been identified. They include reinforcement, goals and deadlines extended effort, and freedom and autonomy (p.245).

This information on training and the creative process has definite implications for leadership development and specifically the district's leadership seminar. The seminar is currently information giving and calls for participants to exhaust their memorization skills with very few opportunities for practical application of skills and little attention to participant attitudes, which may hinder or promote successful school administration. One participant of the leadership seminar expressed their concern with the process by saying, "You can train people to write and remember but can they do!" In time of crisis the ability to do and do effectively is critical, therefore, it is suggested that the seminar become more like a practicum and provide participants with the opportunity to practice and develop their "people skills."

Consideration might also be given to implementing an internship process for prospective administrators in which they could be mentored by administrators with excellent people skills, who value diversity and transmit this value via creative problem-solving techniques, minimal defensiveness, active listening, collaboration with staff, parents and students and in short are proactive in their responses to their changing clients.

To address the challenges of cultural diversity, current demographic trends and educational concerns in a meaningful way, administrators must be armed with a variety of skills and abilities. In times of crisis, people skills, the ability to accurately analyze problems which most likely do not fit our paradigm and the ability to get beyond the denial stage to acceptance/action are absolutely essential. This process can be facilitated by "outsiders," however, they cannot implement and maintain long-term solutions. They cannot come in and solve the problems by providing one dose of medication!

Administrators must receive affective practical training which goes beyond rote memorization. They must understand that problems are not inherently bad and that crisis/conflicts are a normal part of life just as denial is a normal human response to these challenges. However, we cannot let these responses paralyze us into non-action or inappropriate action based soley on symptoms. We must constantly dig for the truth, though sometimes painful - the truth will set us free to act in responsible ways that can make a positive difference for our children!

Prepared by Francine Williams, International Love Lines, Love/Human Relations

FFW:mjw
ADCONF9
7/3/89

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San Diego City Schools
Lewis Junior High School

LA Trial Action Plan

The following action plan is designed to minimize disruption in response to *anticipated* verdicts in the LA trial.

Throughout the plan are two basic expectations:

1. We expect students to have a variety of emotional reactions to these events. We want to use this experience as an opportunity to teach appreciation for differing points of view and a respect for the feelings and safety of fellow students.

2. We expect adults on campus to manage the situation and direct appropriate responses for students both in discussion and behavior.

Plan

I ANTICIPATION--prior to the verdicts

A. A Race Human Relation Lesson—and a Curriculum Project centered on the judicial system will be presented. Students should discuss many of the issues ahead of time. Lessons about discrimination will be presented by our Race and Human Relations Facilitator. A series of lessons about the judicial system will be developed by parents and teachers.

B. A Series of Letters from the Principal will outline what we are doing ahead of time and request that parents discuss the issues with their children. The letter will ask parents to remind children of common politeness and a respect for each other's civil rights.

C. Homeroom Discussions will begin teaching the elements of how to discuss a controversial topic showing respect for differing points of view and using much of the guidelines from *World of Difference (R.O.P.E.S.)*.

D. Teachers will be given Two Training Sessions.
1. Leading discussion of controversial issues
2. Supervision

E. Groups of Students Will Meet prior to the verdict to discuss with administration how to help other students treat each other kindly and politely after the verdicts. These include ASB(Morgan), Peer Counselors(Keyser), Latina Starrs(Starr), Gentlemen of Quality (Walker&Scott), Hispanic Male Focus Group(Walker&Swigart), Monitors(Holmes), Academically Equipped Atheletes(Konarska&Kylander), Yearbook(Christensen), Peer Tutors(Beretz), Save Club(Rasmussen) and non-traditional leaders(Vice Principals and Principal).

F. Through letters, talks and announcements students will be told quite clearly—**Violence or remarks that incite violence will not be tolerated. The strongest disciplinary action will** be taken against students who take advantage of an unsettled situation by either threatening or carrying out physical attacks or those whose statements inflame or incite violence.

II COUNSELING AND DISCUSSION

If verdicts are controversial and disorder is occurring we will need to have students discussing the issues in a structured forum. The best forum is in integrated groups where students know each other and there is adult supervision. This is homeroom.

If it looks like we need to, we will extend homeroom by not ringing the bell. We will post this message in the teachers mailbox room:

"EXTENDED HOMEROOM- PLEASE LEAD DISCUSSION ON TRIALS".

However, if the bell does not ring DO NOT dismiss students. If we extend homeroom one of our goals is to keep students supervised inside the rooms. If you dismiss students there is a possibility that they will roam around and be a problem.

Formats and directions for teachers will be developed by a team of teachers. The key is that adults direct the discussion in a way that recognizes the diverse opinions but respects each person's civil rights and safety.

Counseling personnel (Holmes, Keyser, Ziff, Walker, Bass, Gay, Duel, McGough, McKellogg, Hinsvark), will be available to talk with students. However, we do not want students "wandering" on campus. Counselors, IA's, and Administrators will be out on Campus. You may just call one of us over to talk. There will also be a Special Counseling Request form attached. These will be picked up each period by a counseling representative. Someone will come to class to get the student. Any request to use the phone should be channeled this way.

III SUPERVISION

Supervision begins with teachers arriving at school early. This will necessitate a phone tree so teachers can arrive at school prior to 6:45AM. The principal will initiate the phone tree based on information she receives from a designated trial watcher or the news.

SUPERVISION PLAN

The plan begins with normal supervision, but it is key to the plan that all teachers be at their duty posts at 7 AM. Students will be required to stay in their regular assigned areas before school (lunch court or P.E. area).

Extra duty stations will be assigned. Teachers who are not assigned should stand at their door and supervise the indicated area. See attached map. (This map should be referred to as our "Potential Disruption Supervision Schedule" and filed with Emergency Procedures in your Faculty Handbook.)

After homeroom, ALL teachers will need to stand at their doors for passing periods. Teachers should intervene quickly in any potential problem. Groups of students should be broken up by walking into the group and directing students to move to class.

Supervision IA's, counselors, administrators, and T.A.'s will circulate in the halls. If all staff work together students will follow directions.

If disorder occurs as a result of the verdicts in the L.A. trials then student safety (ie supervision) must take precedence over academics.

Before School Supervision
(A-H)

*Indicates before school area leader

A. PE

Morgan*/D.Grant (TA)	On field
Konarska/Barrett	Between girls gym and fence
Kylander/Allor/ Fleckner	Breezeway between boys gym and 100 Bldg

Supervise students on PE fields by being with them. Block students from going into center of campus between the girls gym and the fence and the breezeway.

B. Westside of School

Watkins*

Ogden
Trim
Starkey

Keep students on campus sending them either to PE or back to the lunch court area.

C. Front of School

Harris**	McGough
Meredith*	Meredith (I.A.#1.)
Easley	Buechner
Holmes	Keyser
Crawford	Swigart

Welcome students from the bus. Direct students to the lunch court area. Make sure students do not go down the west side of school or the hallway between the office and the auditorium. Make sure all students move into the lunch court area.

The key is to move students into the lunch court where they will be supervised. Their only route will be to PE down the breezeway between the stage and the 100 and 200 Bldg. This will be supervised.

D. Assigned teacher/ Unassigned teachers with rooms in the 100 and 200 building

No students should be in this area. Especially check the front of the hallway near the lunch court to assure students do not come in the interior area.

E. Teachers in the 400 Bldg Library and Near Bungalows

Insure that students do not go past the breezeway between the library and faculty bathroom. Help contain students in this area except for hallway to P.E.
In general gauge the situation—be informed and friendly with students. Do not over-react, but observe and intervene.

F. Teachers in the Far Bungalows

Students should not be in this area at all. Escort students to the lunch court area.

G.&H. Lunch Court

Williams	Rye(I.A.#2)
Kidd(I.A.#3)	Walker
Scott	Ziff
Jaquez	2 Assigned Teachers
Christensen	Stevensen
King	

Supervise students— mingle with students, talk with them. Help contain students in this area except from Hallway to P.E. In general gauge the situation—be informed and friendly with students. Do not over-react but observe and intervene.

Passing Periods

The school is divided into six zones similar to before and after school supervision (see attached map). Each zone has a zone leader. The zone leaders in addition to counselors and vice principals will have authority to send students home if they witness student behavior that is violent or incites violence.

Kim Cole and Monica Rance will be in the ISS room to make a scripted call to parents to come to pick up children. Zone Leaders may escort students to ISS to be sent home

Zone Leaders:	A. PE	Morgan
	B. Westside of School	Watkins
	C. Between 100 and 200	Scott
	D. Between 200 and 300	Valencia
	E. East side of school near 400	Torres
	F. North end of Campus	King

Counselors, Administrators and Supervision I.A's will be assigned around the school and will be out during passing periods. In addition, Counselors and Administrators will circulate through classes to see if teachers need any help.

Lunch Time

In addition to regular supervision, the following prep period teachers will be assigned:

Allor/Barrett	PE
Fleckner	West side of school
Crawford/Stevensen	Lunch court
Kylander	Interior hallways

During their lunch periods, unassigned teachers are encouraged to supervise and observe in lunch court and hallways.

IV. Rumor Control

It is of the utmost importance that we convey to all students that we the adults are in control and we the adults will protect all students. Remind students that much of what they hear will be rumors. The principal will issue an information bulletin to dispell rumors and to communicate facts as needed.

Wendy Gay and Ellen Tiffany will be the press contact and will be located in the office.

Office staff will be instructed in answering questions and directing parent inquiries.

Trained parents will be available in the office to handle parent phone calls or visits. They will be called on the same phone tree with teachers.

Only adults with visitors badges or district I.D. will be allowed on campus. All others should be referred to the office

Please do not play news on T.V.

Classroom phones are to be unplugged and locked away.

If we have extended homeroom there will be no late buses.

TASKS AND RESPONSIBILITIES

Task	Person Responsible	Due
1. Race and Human Relations Lesson	Rowan, King, &Wood	2/26
2. Principal Letter	Harris	3/5
3. Supervision Schedule	Williams	3/5
4. Phone Tree	Williams	3/5
5. Counseling Office Inservice	Holmes	3/8
6. Office Staff Inservice	Williams	3/8
7. Supervision/Teacher Training Sessions	Williams	3/11 2:15-3:15
8. Select and Train Parents	Harris/Rowan	3/15
9. Press Contact	Gay/Tiffany	3/15
10. Lessons for Homeroom	Walker, Rowan &Teachers	3/15
11. Assemble Blue Slips Sign-out Sheets and Phone #'s	Cole	3/15
12. Judicial System Lessons	Harris and Committee of Parents &Teachers	3/15
13 Teacher Training in Homeroom Lesson	Walker& Teachers Group and Rowan	3/22 2:15-3:45
14. Develop "Special Counseling Request" form	Holmes	3/30
15. Run Current List of Students for Cole	Tiffany	4/1
16. Counseling Contact Groups/Organization	Meredith	4/1

GW/sg: 3/4/93